DOCUMENT RESUME

ED 148 464 PS 009 672

AUTHOR Haulaan, C. A.; And Others
TITLE Training Child Day Care Personnel: Development and Evaluation of a Model In-Service Program.
INSTITUTION College of William and Mary, Williamsburg, Va.; Virginia Commonwealth Univ., Richmond.
SPONS AGENCY Virginia Univ., Charlottesville, Div. of Continuing Education.
PUB DATE Sep 75
NOTE 135p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Child Care Centers; *Child Care Workers; Child Development; *Day Care Services; *Demonstration Programs; Parent Role; Program Development; Program Evaluation; Questionnaires; *Staff Improvement; *Training
IDENTIFIERS *Virginia

ABSTRACT

This report details the development and evaluation of a model program for inservice training of full-time child day care personnel. Based on a survey of licensed day care centers in Virginia, the program involved 100 participants, ranging from day care aides through center directors. The 10-week training element was presented three successive times to different groups, with the program restructured as a result of the initial experience. The program's 10 sessions are described in outline form. Sessions included a discussion of quality child care, with evaluation of each participant's own center; an inspection trip to a day care center; a study of the psychology of early childhood; a study of methods and materials of child day care; a discussion of parent role in child care; a study of child development; and participant evaluation of the training program. The two-phase evaluation of the total program included initial evaluation of each training element at its conclusion, through short-form responses by a majority of participants, and an in-depth evaluation through a random sample of 20 participants in the modified program. Results include a detailed analysis of data from personal interviews with the 20. The diversity of participants was found to be a handicap, indicating the need for a variety of training programs. The role of training programs in the development of a day care leadership movement is discussed. Appendices include texts of evaluation forms and approximately 50 pages of handout materials used in the program. (BF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148464

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Training Child Day Care Personnel: Development and Evaluation of a Model In-Service Program

PS 009672

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Linda Januzi-Hess

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

College of William and Mary
WILLIAMSBURG, VIRGINIA

Training Child Day Care Personnel: Development and Evaluation of a Model In-Service Program

C. A. Haulman
Marshall-Wythe Institute
College of William and Mary

Linda Ianuzi
David Beverly
Department of Social Work
Virginia Commonwealth University

Robert Bloom
John Lavach
Ronald Wheeler
School of Education
College of William and Mary

PS 009672

Marshall-Wythe Institute
College of William and Mary
Williamsburg, Virginia 23185

September, 1975

TABLE OF CONTENTS

Introduction 1

Development of the Training Element 4

Session 1: What is Quality Child Care 7
Session 2: Inspection Trip to VCU Child Day Care Center 10
Session 3: Psychology of Early Childhood I 11
Session 4: Methods and Materials of Child Day Care I 12
Session 5: Psychology of Early Childhood II 15
Session 6: Methods and Materials of Child Day Care II 16
Session 7: Psychology of Early Childhood III 19
Session 8: Methods and Materials of Child Day Care III 20
Session 9: The Role of Parents in Child Day Care 22
Session 10: Evaluation of a Child's Development . . . 23

Evaluation of Training Elements 24

The Initial Evaluation 24

The In-Depth Evaluation 27

Methodology. 28
The Participants 30
Attendance 31
Interest and Usefulness of Sessions 32
Instructors: Teachers and Students 35
Outcomes 38
Proposals' Objectives Keyed to Questions 43
Child Day Care Leadership 45

Conclusions and Recommendations 47

Appendix A 51

Appendix B 63

Bibliography 116

PREFACE

This report details the development and evaluation of a model program for the in-service training of child day care personnel. The project was funded by the State Agency for Title I, Higher Education Act of 1965 and jointly carried out by the College of William and Mary and Virginia Commonwealth University. The project was aided greatly by the efforts of Catherine Dewitt, Virginia Department of Welfare, and Johnnie Humphreys, John Tyler Community College. In addition, Peggy Watts, M.S.W., and Ted Teachey, research assistant, played a major role in the project evaluation conducted by David Beverly, D.S.W. Finally, the support provided by Pat Gentry, Jackie Livingston and Claire Buckle proved most valuable.

C. A. Haulman, Project Director
Linda Ianuzi, Assistant
Project Director

The material forming the basis for this publication has been developed under a grant from the State Agency for Title I in Virginia, Higher Education Act of 1965, as amended.

I. Introduction

Considerable documentation indicates that early childhood experiences are critical to the total development of the human being. Because of the importance of the early years, the quality of care is of vital consequences. Day care, which for both social and economic reasons is expanding to cover larger numbers of young children, can play an important role in providing supplemental developmental experiences. However, child day care centers require staff with adequate training and expertise if a high quality of developmental child care service is to be provided. Developmental child care is defined by the 1970 White House Conference on children as:

> "...any care, supervision, and developmental opportunity for children which supplements parental care and guidance. The responsibility for such supplementary care is delegated by parents (or guardians) and generally provided in their absence; however, the home and family remain the central focus of the child's life. Parents must retain the primary responsibility for rearing their children; but society, in turn, must recognize its role in the ultimate responsibility for the child's well-being and development.
>
> Developmental child care should meet not only normal supervisory, physical, health, and safety needs, but should also provide for the intellectual, social, emotional and physical growth and development of the child with opportunities for parental involvement and participation. Day care can be provided in public and private day care centers, Head Start programs, nursery schools, day nurseries, kindergartens, and family day care homes, as well as before and after school, and during vacations.
>
> Child care is a service for all children--infants, toddlers, pre-schoolers, and school-age children. Regardless of the hours, the auspices, the funding source, the name of the

service, or the child's age, the program should be judged by its success in helping each child develop tools for learning and growing, both in relation to his own life style and abilities and in the context of the larger culture surrounding him."[1]

Combing the concept of developmental child care with the need in Virginia for an "interdisciplinary approach to training for day care staff" and "on-going training of personnel already in day care centers, using model situations and competencies" as discussed in the Report of the Governor's Conference on Day Care Needs in Virginia,[2] the project, "In-Service Training Program for Child Day Care Staff" was developed. It was the aim of the project to plan and carry out a broad, interdisciplinary training program which would meet the constraints of being readily available to full time day care center staff members while providing sufficient contact and content to prove beneficial in the day to day situations which participants faced. In particular the program hoped to develop an ability by participants to:

-- set up and maintain a safe learning environment that provides for maximum individual development while remaining understandable to children,

-- reccgnize and use materials, activities and experiences that encourage social, intellectual and physical development,

---

[1]Stephen Hess, Report to the President, White House Conference on Children, Washington, D.C.: U.S. GPO, 1971.

[2]Report of the Governor's Conference on Day Care Needs in Virginia, Richmond: Commonwealth of Virginia, 1973.

-- provide an environment of acceptance in which the child can grow toward a sense of positive identity,

-- incorporate elements of the cultural backgrounds being served into the program,

-- observe and record the growth and development of individual children.

Such a program cannot be developed in a vacuum. Recognizing that little was known of the exact nature of the need for and interest in in-service training, a survey of licensed day care centers in Virginia was conducted by Drs. Irving Franke and Jeanne Diana and the results analyzed as the first stage of this project. The results of the state wide survey, based on returned questionnaires from 212 licensed centers, is available in the monograph, "Assessing Staff Training Needs of Virginia's Child Day Care Centers."[3] In addition to results on a state wide basis, the data also have been tabulated and analyzed by the Virginia Department of Welfare Regions. These results are available by request from the Marshall-Wythe Institute, College of William and Mary.

---

[3]Dr. Irving Franke and Dr. Jeanne Diana, "Assessing Staff Training Needs of Virginia's Child Day Care Centers", Williamsburg: Marshall-Wythe Institute, 1975.

II. Development of the Training Element

The primary purpose of the project "In-Service Training Program for Child Day Care Staff" was to develop a ten week training element to be presented three different times--twice in Richmond and once in Williamsburg. The project staff envisioned the ten sessions covering the following topics:

Session 1: Problems of Family Function and Child Day Care

Session 2: What is Quality Child Day Care: Inspection Trip to VCU Child Care Center

Session 3: Psychology of Early Childhood I

Session 4: Methods and Materials of Child Day Care I

Session 5: Psychology of Early Childhood II

Session 6: Methods and Materials of Child Day Care II

Session 7: Psychology of Early Childhood III

Session 8: Methods and Materials of Child Day Care III

Session 9: The Role of Parents in Child Day Care

Session 10: Administration and Evaluation of Child Day Care.

The first element, held in Richmond October to December, 1975, was viewed as a pilot program which would follow the proposed design and would provide the project staff with an opportunity to experiment and change where necessary. Following the completion of the first element, a number of staff meetings were held in early January, 1975, for the purpose of restructuring the program based upon the initial experience. Several important changes stemmed from this discussion. The subject matter of the

first session was changed completely. The discussion of the broad concepts of family function was deleted from session 1 and that portion of the session concerned with the response to crisis situations (death in family, divorce, etc.) placed in session 9. Session 1 was then devoted entirely to a discussion of various aspects of quality day care. Participants then evaluated their centers using a worksheet listing the full range of factors considered to contribute to quality child day care.

The restructuring of session 1 allowed a modification in session 2. While the tour of the V.C.U. Child Care Center remained the primary focus of the session, additional activities were planned. When not touring the V.C.U. Center participants were engaged in either viewing a display of early childhood educational materials or viewing two slide presentations.

The Psychology of Early Childhood sessions (3, 5 and 7) were changed very little. However, the material dealing with measuring various aspects of a child's development was switched to session 10. This was possible because of the change in the evaluation of day care to session 1. The Methods and Materials of Child Day Care sessions (4, 6 and 8) were modified somewhat more. The primary change involved a more active role for individual participants. For both session 6 and session 8 participants were asked to bring materials, methods and ideas they had made or developed and used to present to the other participants.

The ninth session remained focused on the role of parents in day care centers with the addition of material concerning crisis situations.

Finally, session 10 was changed significantly. The material on administration was dropped because of a lack of participant interest and the discussion of evaluating day care programs was moved to session 1 and incorporated with the discussion of quality day care. These changes allowed an extension of the Psychology of Early Childhood sessions such that session 10 could be devoted to measuring the development of individual children in a day care situation.

Given these modifications in the program, the training element was presented two more times--once in Williamsburg and once in Richmond. The details of the final form of the program are provided in the following outline.

Session 1: What Is Quality Child Care

I. Quality child care defined as developmental child care, following the definition adopted by the White House Conference on Children:

". . . any care, supervision, and developmental opportunity for children which supplements parental care and guidance. The responsibility for such supplementary care is delegated by parents (or guardians) and generally provided in their absence; however, the home and family remain the central focus of the child's life. Parents must retain the primary responsibility for rearing their children; but society, in turn, must recognize its role in the ultimate responsibility for the child's well-being and development.

Developmental child care should meet not only normal supervisory, physical, health, and safety needs, but should also provide for the intellectual, social, emotional, and physical growth and development of the child with opportunities for parental involvement and participation. Day care can be provided in public and private day care center, Head Start programs, nursery schools, day nurseries, kindergartens, and family day care homes, as well as before and after school, and during vacations.

Child care is a service for all children - infants, toddlers, pre-schoolers, and school-age children. Regardless of the hours, the auspices, the funding source, the name of the service, or the child's age, the program should be judged by its success in helping each child develop tools for learning and growing, both in relation to his own life style and abilities and in the context of the larger culture surrounding him."

II. Developmental child care programs were defined as offering two types of services:

A. Core Services which meet:

supervisory needs of children

physical needs of children

health needs of children

safety needs of children

B. Supplementary Services which meet:

social needs of children

emotional needs of children

physical needs of children

intellectual needs of children

C. Supplementary Services discussed in detail:

1. Social development defined and the role of play in children's development was examined. The stages of play were outlined and the basic characteristics of each stage explained.

2. Emotional development defined and the importance of helping children to develop healthy personalities was discussed. Erikson's "Eight Stages of Man" was used to discuss this area.

3. Physical development examined in terms of growth characteristics which would be evident during early childhood. Emphasis was placed on the developmental tasks children could and could not do at various ages.

4. Intellectual development defined as containing four components: (1) cognition (2) concept formation (3) intelligence and (4) language development. Each area was defined and discussed.

III. The process of socialization was examined as well as some of the basic needs of a young child during the early years.

IV. The "Minimum Standards for Day Care" as established by the Virginia State Department of Welfare were presented. Minimum standards and ideal standards were both discussed. While most standards cannot be altered by day care personnel, there are four major areas which they do have some control over: (1) personnel (2) parent involvement (3) play facilities and (4) program planning. How a day care center develops these components will make the difference as to whether or not they are meeting the standards for a minimal or a quality child care program.

V. Small group discussions. The participants were divided into groups and each participant asked to give specific information about their respective Centers. This provided the participants time to get to know one another, as well as an opportunity to know more about other child care facilities in the community. At the completion of the session, a form for evaluating their own center's standards was given each participant.

Session 2: Inspection Trip to VCU Child Day Care Center

I. The participants met at the Larrick Student Center, Medical College of Virginia, Richmond, Virginia, and were divided into three groups.

II. Each group participated in three separate activities by rotating through the following sequence: (A) Group #1 toured the Virginia Commonwealth University Day Care Center. (B) Group #2 viewed a wide range of commercial materials for early childhood in a display provided by a Richmond educational material distributing company. (C) Group #3 viewed two slide presentations prepared by Childhood Resources, Inc., entitled "Why School Before Six" by Jeanne Quille and "A Classroom Planned for Learning" by James Hymes. The first presentation examined the early years of life and explained how children could benefit if they were enrolled in a good early childhood program.
Each group spent approximately 35-40 minutes in each activity.

III. The last 15 minutes of this session was spent in large group discussion of the session's activities.

Session 3: Psychology of Early Childhood I

I. Definitions

A. Personality

B. Birth order and personality

C. Temperamental differences at birth

II. Parent-Child Interaction

A. Effects of physical punishment

B. Effects of psychological punishment

C. Effects of the following parental relationships

1. physically punitive mother and son
2. physically punitive mother and daughter
3. rejecting parents and son
4. rejecting parents and daughter
5. inconsistent parent(s)

D. Effects of the following punitive techniques

1. warm-restrictive
2. warm-permissive
3. cold-restrictive
4. cold-permissive

E. Theoretical considerations in studies concerning punishment intensity

Session 4: Methods and Materials of Child Day Care I

I. Characteristics of young children (for discussion)

A. Not good sitters

B. Not good at keeping quiet

C. Shy

D. Egocentric

E. Want to feel proud and important

F. Have their own private world

(1) importance of play/make believe

G. Need people they can trust

H. Mistake-prone--need patience and tolerance

I. Need stimulation to see, touch, handle and use, taste, sniff, etc.

J. Practical, concrete-minded--symbols cannot substitute for the real thing

K. Children are acquiescent

L. Children are illiterate--fallacy that reading is the only way they learn

II. Purpose of early childhood education

A. Frobel (1850's)--emphasis on significance of play in learning

--concrete symbol to abstraction

B. Build proper habits--behavior modification techniques--respect, quiet, seated, lining up, toilet training, being on time, etc.

C. Develop experience to prevent emotional conflicts--role-playing, dramatic play, art, music, physical activities

D. "Readiness" for elementary school--fallacy

E. Content of school subjects

(1) reading instruction--children usually not ready

(2) we know children more capable of understanding conceptual material than first thought

(a) teachers must change their belief systems

F. Learning how to learn--Piaget, Skinner

(1) we can identify the intellectual needs of children and create an environment to meet those needs

(2) method of handling information must be consistent with child's level of development

G. Summary

(1) Goal of early childhood education same as for general education--the development of the whole child to the maximum of their intellectual, social, emotional, and physical powers

III. Methods and Materials

A. A teaching strategy

Teaching Continuum

Expository _____ Investigating

characteristics:	characteristics:
listen	child centered
read	individual pace
recite	open-ended
copy	concrete materials
memorize	teacher questions
teacher talks	child talks

B. Definitions

Methods--What the teacher does and what the children do to meaningfully understand

Materials--What the child uses to learn; What materials do (how they interact) determine level of thought

C. Child can learn without meaning. For example, he can simply memorize verbal sounds, but he has not experienced anything

D. Different kinds of meaningful involvement

(1) physical--e.g., roller coaster ride

(2) emotional--e.g., loving, being loved

(3) intellectual--e.g., solving a problem in the telling about (reflecting on) an intellectual experience attains meaning

(4) meaning requires experience, involvement, and participation

E. Summary

(1) An investigating teaching strategy is consistent with the way children meaningfully come to understand phenomena

Session 5: Psychology of Early Childhood II

Some Essentials of Behavior Modification

I. Reward as a positive reinforcer

A. Schedules of Reinforcement

1. fixed ratio
2. fixed interval
3. variable ratio and interval

B. Negative Reinforcement

C. Resistance to Extinction

1. under conditions of positive reinforcement
2. under conditions of negative reinforcement
3. under conditions of punishment

Session 6: Methods and Materials of Child Day Care II

I. Classroom Organization

A. Learning centers

(1) Definition--Area in classroom which contains a collection of materials and activities to teach, reinforce, and/or enrich a skill or concept

(2) Key Points

(a) centers must have a variety of activities for the children

(b) activities and materials within a learning center must cover the range from simple to complex

(c) centers must be geared to the abilities, interests, and needs of the students within the classroom

(d) centers should contain multi-media materials

(e) manipulative materials for exploration and discovery

(f) each center needs reinforcement of teacher's introduction to what the center contains

(g) the children need a classroom organizational pattern which tells them when and how to use the learning center

(3) Use learning centers for:

(a) self-selected activities for independent study

(b) follow-up for a teacher-taught activity

(c) a small group instruction area

(d) an individualized activity

(4) Step-by-step procedure

(a) select subject area

(b) determine skill/concept to be taught

(c) develop skill or concept into a learning activity

--manipulative (cutting, pasting, matching)

--experimenting, observing, etc.

(d) prepare the skill or concept into an applying activity

--filling in, arranging in order, putting together, taking apart, listing, classifying, matching, tracing, writing, locating, labeling, etc.

(e) incorporate skill or concept into an extended activity

--comparing, developing on your own, reconstructing, find out what order

(f) place all games, manipulatives, etc. together in one area--child self selects

(5) Grouping Children

(a) Color coded groups--red center, blue center, etc.; colored clothes pins to put on child

(b) pocket charts--names of children in learning center chart

(c) labeling centers--e.g., means painting; means only five children at a time can work at center

(d) recording who went to what center

(e) discussing what each child did at the center

(f) check list chart for keeping a record for child's progress

	Yes	No
Identifies 4 basic shapes		
Recognizes numbers 0-10		
Counts objects		
Recognizes groups of objects as set		
Orders objects or symbols according to given criteria		

(6) Discussion of critical situations by participants (see attachments)

Session 7: Psychology of Early Childhood III

Development of Cognitive, Morality, and an Ethical System

I. Havighurst's Developmental Tasks

A. Tasks of Infancy and Early Childhood

B. Tasks of Middle Childhood

II. Erikson's Eight Stages of Man

III. Piaget's Stages of Cognitive Development

IV. Kohlberg's Stages of Moral Development

Session 8: Methods and Materials of Child Day Care III

I. Concept Development

A. Definition--group of events, objects, or people that share a common characteristic

B. Concept "cat" explored by participants

Young child might think → differentiates different
all cats black, or think colors, length of hair,
in terms of pet cat etc.

similarities → If child goes to zoo and
all purr, growl, chase sees lions, tigers, etc.
mice concept takes on a new dimension

C. Concepts help make experiences meaningful--teacher moves children toward broader, more inclusive concepts

D. A person cannot give someone a concept--concepts are developed individually based on one's experience. However, that experience can be guided

E. Participants practice grouping objects from purse, pockets; they try to determine a basis for grouping

II. Criteria for selecting materials

A. The materials should be related to an important concept

B. The materials should be intriguing to children

C. The materials should interact in many ways

D. There should be enough materials for each child

E. The materials should not suggest psychologically extraneous activities

III. Discussion of and demonstration of Piaget's concept of assimilation and accommodation

A. Participants involved in a "sink and float" activity to illustrate the potential simple materials have for developing higher level thinking in children

IV. Questioning Scheme developed. Participants use study prints in the application of questioning scheme

A. Question of categories:

label
recall
compare
predict
judge and evaluate
infer

V. Participants present materials/activities they have made for their classrooms

VI. Demonstration of "Alpha Time" readiness program

Session 9: The Role of Parents in Child Day Care

I. A discussion of crisis situations children encounter because they are members of a social group, the family. (A) Participants asked to list situations which they felt were problem areas. Their list generally included the following: Divorce, death, separation, birth, physical disabilities, jealousy and sibling rivalry, child abuse, alcoholism, mental illness, hospitalization, sex-related problems, etc. (B) As many topics were discussed as time allowed. (C) Information was given regarding the dynamics of the problem as well as some suggestions regarding classroom management of the problem.

II. Parent involvement in day care was discussed. (A) The "why" of parent involvement was discussed briefly. (B) Participants were divided into small groups for a discussion of how their respective centers involved parents. (C) Each group chose a recorder who reported the group's findings to the larger group.

III. A demonstration of the Parent-Home Curriculum, an innovative way of involving parents in a Center program, prepared by William Ade and James Hoot of the Southside Day Nursery, Richmond, Virginia.

Session 10: Evaluation of a Child's Development

I. Review of Child Development

II. Clinical Evaluation of Children's Cognitive, Psychomotor, and Perceptual/Performance Abilities (McCarthy Scales)

III. Evaluation of Training Program by Participants

III. Evaluation of Training Elements

Evaluation of the three training elements involved a two phase process. The initial evaluation consisted of a short form given to participants at the conclusion of each training element. (See Appendix B). The primary purpose of this initial evaluation was to provide the project staff with periodic information about program content and delivery. The information gained proved most beneficial in providing ideas and direction for program changes made at the conclusion of the first training element.

A second, in-depth, evaluation was conducted using a random sample of twenty participants from training elements II and III. Appendix B contains a copy of the evaluation form used. The sample was limited to the last two elements in order to provide information about the program as it was delivered after the initial experimental element was completed and the program had been modified to its final form.

The Initial Evaluation

The table on the following page indicates participant responses to selected questions from the evaluation given at the conclusion of each training element. The total number of responses varied from 59 to 64. These data suggest two important conclusions. The first is the strongly positive response to the program, particularly by participants in elements II and III. For example, 58% of all respondents found the subject matter extremely valuable, 82% found the materials extremely valuable, and participant expectations

Responses to Selected Questions on Evaluation
Given at Conclusion of Each Training Element
(% of Respondents)

1. Subject matter of this training program was:

extremely valuable	( )	( )	( )	( )	( )	useless
Total	58%	32%	5%	5%	0	
Element I	27%	36%	9%	27%	0	
Element II & III	65%	31%	4%	0	0	

8. The materials given each participant were:

extremely valuable	( )	( )	( )	( )	( )	useless
Total	82%	13%	4%	0	0	
Element I	73%	13%	13%	0	0	
Element II & III	85%	13%	2%	0	0	

9. The training program met your expectations:

completely	( )	( )	( )	( )	( )	not at all
Total	48%	35%	8%	2%	6%	
Element I	14%	35%	14%	7%	29%	
Element II & III	58%	35%	6%	0	0	

10. In comparison to other workshops or short courses you have attended, this program was:

	truly exceptional	outstanding	above average	average	below average	poor
Total	19%	44%	16%	16%	6%	0
Element I	7%	0	13%	53%	27%	0
Element II & III	22%	57%	16%	4%	0	0

were completely met for 48% of all respondents. Finally, 63% of all respondents and 80% of respondents from elements II and III rated the program outstanding or truly exceptional.

A second conclusion suggested by these data is that the program was substantially improved following the changes instituted at the completion of the pilot element. Responses to questions 1, 9 and 10 in particular show a dramatic improvement in participant evaluation of the program. For example, while only 7% of respondents from the first element rated the program outstanding or truly exceptionly, 80% of respondents from elements II and III gave the program these ratings. In addition, fifty-eight per cent of respondents from elements II and III indicated that the program completely met their expectations whily only 14% of respondents from element I were completely met. These results strongly support the program modifications which were made following the initial effort and indicate that in its final form the program received excellent participant ratings. However, the initial evaluation lacked the depth and breath necessary to form a complete picture of the strengths and weaknesses of the project. Thus an in-depth evaluation was conducted. The following section describes and analyzes this evaluation.

The In-Depth Evaluation

There is a substantial body of literature on day care training and some literature on the evaluation of day care training. In preparing for this evaluation, the evaluation staff undertook a review of some of the literature. The selected bibliography on day care training and training evaluation reflects the limited nature of the literature review, but it may be helpful to those who plan future training for child day care staff in Virginia. A formal review of the literature will not be presented here.

Publications of the Child Welfare League of America were especially valuable in this evaluation. Those works include Child Welfare League of America Standards for Day Care Services, Training for Child Care Staff, and the Child Care Worker Training Project Operational Phase. Other publications which can be found in the bibliography and which were especially valuable in preparing staff for this evaluative effort were those by Berry, Bookman, Drew, Evans, et. al., Fein, Keyserling, Mathis and Rahmlow.

The obvious goal of this evaluation effort is to determine whether the objectives of the training program were achieved. Perhaps a more important goal is to identify some of the questions and issues which should be raised by those who plan future training programs for child day care staff. This report represents an effort to achieve both goals, but greater emphasis is given to suggestions for planning future programs than to evaluating the recent effort. It is completed, and our only purpose in evaluating it is to develop

implications for future programs.

Methodology

The following table indicates the number of participants in each element of the In-Service Training Program for Child Day Care Staff and the number of persons from each element included in the random sample of participants. This is a stratified random sample of participants in elements II and III in that ten persons from element II and ten persons from element III were chosen for the sample.

Number of Participants
and
Number Included in Sample

Element	Participants	Sample
#1 Richmond	25	0
#2 Williamsburg	45	10
#3 Richmond	30	10
Total	100	20

The participants in the first element were not included in the sample because the directors of the project felt that the evaluation would be more valuable if it reflected participant evaluation of the training effort after the initial trial effort. Element I was therefore viewed as a pilot effort. Therefore, this report is based on the analysis of data obtained through personal interviews with twenty persons, selected by random means, from a total of 75 participants in elements II and III. A

twenty-six percent sample was deemed to be sufficiently large to insure that the sample of 20 was representative of the population of 75.

The interviews were conducted by research assistants who used a questionnaire designed by the evaluation staff as an interview guide. Responses to the questionnaire were coded on optical scanning sheets and I.B.M. punch cards were generated. The computer at Virginia Commonwealth University was used to tabulate the data.

In addition to the interviews of the random sample, the questionnaires were mailed to all participants in elements II and III who had not been selected in the random sample. These data were not obtained in sufficient time to be included in this report: however, it will be analyzed to determine whether it is of sufficient interest to warrant further analysis. We will be interested in whether the random sample differs significantly from the data obtained through this alternative method, which has a greater degree of self-selection of respondents.

None of the evaluation staff participated in the planning or presentation of the training programs. The original plan, to have the principal person in the development and implementation of the project also conduct the evaluative effort, was abandoned of necessity when Dr. Jeanne Diana changed employment and was no longer able to be involved in the project. It was also felt that an evaluation by an independent, impartial evaluation team, who had knowledge of the goals and methods used and access to the materials presented,

would provide the best evaluation of the completed project's strengths and shortcomings.

The Participants

Who were the participants? What were their educational backgrounds? How were they employed? The participants were an extremely diverse group of people. The sample included approximately one-third directors and teachers, and one-third aides.

Participant's Positions

Position	Frequency
Directors	6
Assistant Directors	2
Teachers	4
Aides	6
Other	2
Total	20

In addition to being in diverse positions, they had a wide range of amounts of experience. One person in the sample had less than six months experience working with children in day care centers and three had more than ten years experience.

Experience in Day Care Centers

Length of Experience	Frequency
0 to 6 months	1
7 months to 2 years	8

Length of Experience	Frequency
25 months to 4 years	6
more than 4 years	3
no response	2
Total	20

As we might expect, a group of people with such a variety of positions and experience would also have completed varying amounts and kinds of formal education. One did not complete high school, seven did complete high school, ten had some college or other higher education, three completed college, and one had a degree beyond the bachelor's degree. The areas of study which they had pursued in their formal educations were equally diverse. Major subjects included business (2), education (3), nursing (2), home economics (1), and other studies directly related to understanding children (4).

In response to the question as to whether they had attended any other training courses on the subjects of children, child care, or teaching pre-schoolers, 15 responded affirmatively and 5 responded negatively.

Attendance

No matter how worthwhile the training sessions may be, participants will not get much from them if they are not present at the training sessions. There was an attendance level in the sample of approximately eighty per cent, as indicated by the following table:

Attendance

Session Number	Attended	Absent	Total
1	14	6	20
2	13	7	20
3	19	1	20
4	16	4	20
5	17	3	20
6	15	5	20
7	18	2	20
8	15	5	20
9	16	4	20
10	16	4	20
Total	159	41	200
Per cent	79.5%	20.5%	100%

Interest and Usefulness of Sessions

In their preliminary study Drs. Franke and Diana found that "child development" was more frequently mentioned as the topic in which directors of child day care centers were most interested and which they thought was most appropriate as a working topic for staff training. (75.5% rated it most interesting, and 79.2% rated it most appropriate.) The results of this evaluation confirm this interest.

Participants expressed a clear preference in response to the question as to which was the most interesting session. Session number three titled, "Child Development and Communicating with

Children" was ranked most interesting by thirteen persons. As the following table indicates, this placed it well ahead of other sessions.

Seven persons indicated that session number four was the least interesting session.

Session Number	Interest: Most Interesting	Interest: Least Interesting
1		1
2	2	
3	13	
4		7
5	1	1
6	1	1
7	1	2
8		2
9		
10	2	1
No Answer	—	5
Total	20	20

In response to the question on the usefulness of session VI, respondents reported that session number three on "Child Development and Communicating with Children" was the most useful. The only other session with more than two positive responses was session number two which had four positive responses.

Session Number	Usefulness: Most Useful	Least Useful
1	2	2
2	4	1
3	6	
4		2
5	1	
6	1	1
7	1	2
8	1	3
9	2	2
10	1	1
No Answer	1	6
Total	20	20

Note that while thirteen respondents identified session number three as the most interesting, less than half that number (six) identified that session as the most useful.

There may be a relationship between the finding that session three was rated the most interesting by thirteen respondents and session four was rated the least interesting. Part of the reaction to session four may be that participants contrasted it with session three. The people in show business have captured this kind of relationship in their expression that a particular performer may be "...a hard act to follow."

Instructors: Teachers and Students

In this evaluation there was no interest in studying individual instructors, but it seemed appropriate to ask questions which would provide information as to how the participants evaluated the instructors as a whole. The following is a list of questions designed to elicit information about perceptions of instructors.

QUESTIONS	RESPONSES					
	always	usually	frequently	sometimes	rarely	never
1. Did you feel that the speakers had an understanding of your situation and of what you needed to learn?	3	10	1	6		
2. In general, did the speakers seem organized?	5	11		4		
3. Were the speakers clear in their presentations?	6	11	1	2		
4. Were the speakers interesting?	5	7	4	4		
5. Did they use language you could understand?	16	3	1			
6. Did they use examples to help you understand their material?	8	7	5			
7. Did they give you supplemental materials which were helpful to you in your work?	14	4	1	1		
8. Did the speakers encourage you to participate in discussions?	9	6	2	3		
9. Did you feel free to ask questions?	13	1	1	4	1	
10. Did you get clear, understandable answers to your questions?	5	10	3	2	—	—
Total	84	70	19	26	1	0
Per cent	42%	35%	10.5%	13%	.5%	

Total responses = 200

Interpreting the meaning of the responses to these questions is not simple. Inspection of these questions indicates that the instructors certainly did a good job, and they may have done an excellent job. The following discussion is an attempt to elaborate on the complexity of evaluating such responses.

In this list of ten questions there is one which we would hope would have a very high proportion of "always" responses. That question is, "Did they use language which you could understand?" Four-fifths of the respondents indicated that they always understood the language. The other fifth of the participants in the sample indicated that they "usually" or "sometimes" understood the language. If three or four participants in a training session who had studied a particular theory at the college level sought to engage the instructor in a discussion of the implications of that theory for handling a particular kind of problem under discussion, how could the instructor respond in language which would permit the other participants to understand him and still provide the most effective response to those who raise the question? The instructors may have had an impossible assignment.

The same kind of observations apply to the other nine questions. A speaker who relies heavily on a discussion method may seem to be providing exactly what highly trained and experienced workers want and need. On the other hand, the new worker who has had little if any relevant training or experience may perceive the instructor as not being organized or as not knowing the subject matter. What else is the novice to conclude if the instructor is

asked a question and his response is, "What ideas do you have about that?"

Outcomes

This section focuses upon the participants' reports as to what they learned in the sessions and whether they changed their behavior or perspectives. It would, of course, be desirable to have a pre-test and post-test research design to determine by a more objective method whether the participants had learned specific material during the training sessions. In the absence of the availability of pre-training program measures of the participants' knowledge and skills, we rely on their judgments as to what they learned and whether their behavior has changed.

These questions were developed primarily on the basis of the objectives of the "In-Service Training Program for Child Day Care Staff" as expressed in the proposal and in the preliminary report on, "Assessing Staff Training Needs of Virginia's Child Day Care Centers," by Dr. Irving Franke and Dr. Jeanne Diana. Additional questions were inspired by the other literature on day care services.

Perhaps the most global evaluation of the training program requested of the participants in the sample was expressed in the question, "Did the training program fulfill your expectations?" The responses to that question were as follows:

much	12	a little	2
some	6	none	0

Total 20

Perhaps the best test was when participants were asked whether they would be interested in attending any further day care training programs. Sixteen responded that they would be very interested, and four indicated that the persons in the sample were interested in further training, and that it did have value for all of them.

In response to a question as to whether the persons in the sample had used any of the new approaches which they had heard about in the training sessions in their own work, fifteen responded "yes" and five responded "no".

When asked whether they had used any of the new materials which they were shown in the training sessions, eighteen respondents reported that they had, and two indicated that they had not. The material which was mentioned most frequently in this regard was the phonograph records with which they were provided during the training sessions.

When respondents were asked to name one particularly useful idea, approach, or material, they had heard about in the training sessions which they thought was very useful in their work, eight of them mentioned ideas about working with behavior problems and six mentioned specific materials.

When respondents were asked whether their confidence in their ability to do a good job had changed since attending the training sessions, six indicated that they were much more confident, six indicated they were somewhat more confident and eight indicated that their confidence was about the same.

A series of relatively specific questions were asked each person in the sample in an attempt to provide information on the degree to which a series of objectives might have been attained.

Those questions, and the tabulated responses to them, are provided on the next page. The section which follows these questions will provide a key, relating each of the questions to the objectives of the training program, as they were expressed in the proposal for this project.

QUESTIONS	RESPONSES				
	much	some	little	none	no answer
1. Did you hear about any "new ideas" in relation to child day care at the training session?	9	9	2		
2. Were you exposed to any new approaches to child day care at the training sessions?	6	11	1	2	
3. Were you shown any new materials for child day care in the training sessions?	11	4	5		
4. Did you have any opportunities to test these new ideas, approaches, or materials in your contact with children at your own center, while the training program was going on?	7	11	1	1	
5. Did you have any opportunities to discuss with the training staff how these new ideas, approaches, and materials worked out for you in your own center?	2	9	1	8	
6. As a result of what you learned in the training program, have your ideas changed in regard to what child day care can be?	5	8	3	4	
7. Have your views about the role of day care in our society altered as a result of the training program?	2	7	4	7	
8. Did the training sessions contribute to your understanding of the major factors influencing a child's development and behavior?	7	9	2	2	
9. Did the training sessions contribute to your knowledge about exceptional behavior of children?	3	9	4	4	
10. Did the sessions contribute to your knowledge about behavior modification?	7	7	2	4	-
Total on this page	59	84	25	32	0

QUESTIONS	RESPONSES				
	much	some	little	none	no answer
11. Did the sessions on methods and materials contribute to your knowledge about how to develop opportunities for children to see the world from different points of view?	4	9	2	3	2
12. Did the training contribute to your knowledge of how to involve children in decision making?	2	13	4	1	
13. Did the training sessions contribute to your ability to allow children to learn about their environment?	5	13	1	1	
14. Did the sessions contribute to your knowledge about working with groups?	7	6	3	4	
15. Have your ideas about parent involvement changed as a result of the sessions?	4	6	4	5	1
16. Did the sessions contribute to your knowledge of how to involve parents in their children's day care?	5	6	3	5	1
17. Did the training program contribute to your knowledge of administrative aspects of child day care operations?	1	9	3	7	
18. Did the training sessions contribute to your knowledge about the evaluation of child day care operations?	4	11	3	2	—
Total on this page	32	73	23	28	4
Total in each category	91	157	48	60	4
Per cent in each category	25%	44%	13%	17%	1%

Total responses = 360

If we accept the answers to these questions as being very roughly indicative of whether the objectives were attained, we get some indication of the comparative success in achieving the desired objectives. It is apparent that all of the objectives which we identified were attained to some degree. Twenty-five percent of the responses indicated that the objectives had been attained to a large degree (much) and another forty-four percent indicated that the objectives had been attained to some degree. We might conclude that two-thirds of the cumulative objectives had been largely achieved.

Thirteen percent of the respondents' answers indicated that the objective had been achieved to a small (little) extent while seventeen percent indicated that the objective was not attained. It should be noted immediately that some of the respondents may have responded "little" or "none" because they had acquired the knowledge or skill prior to the training program. For example, a person who was fully aware of and concerned about parent involvement might have marked question 16 with a "none" response. Thus, these measures may be more indicative of efficiency than of whether objectives were attained.

Proposals' Objectives Keyed to Questions

The following is a copy of a section of the project proposal which expressed the objectives of the project. In the left margin are numbers which refer to the numbers of questions and answers to those questions provided by respondents. Those questions are in

the table which preceeded this section. A subsequent section of the proposal is also quoted; it is the section of the proposal which described Phase Two of the "In-Service Training Program for Child Day Care Staff."

Relevant Question	Material Quoted from Project Proposal
	"2. Specific Objectives
1,2 3 4 5	The purpose of this project is to provide a quality in-service training program for staff of day care centers in the Richmond-Williamsburg area. Each participant will be provided with new ideas, approaches, and materials for child day care; an opportunity to test these elements in their daily contact with the children in their center; and a chance to evaluate their success and problems with the training program personnel.
(Diana report) 2,3 (this report)	Measurable objectives are: (1) an analysis of training needs of day care staffs; (2) to provide in-service training for 100 day care staff personnel; (3) introduce methods and material for improving current day care services and (4) an in-depth evaluation of the training elements with recommendations for the future". . . .
	"Phase Two
7	The training program which is the basis of this project is outlined in Appendix B. As discussed earlier, the program will be presented twice in Richmond and once in Williamsburg according to the timing indicated in Appendix A. The training program can be divided into four major parts. The first two sessions will provide the participants with a greater understanding of what child day care can be and what role it plays in our society. These sessions will consist primarily of verbal presentations and discussions with the aid of a variety of visual aids.
8 9 10	Sessions three through five will analyze the major factors influencing a child's development and behavior with particular emphasis upon exceptional behavior and behavior modification. Case examples, many of which will come from participants will be utilized with (a) concepts and methods being isolated, (b) participants being

Relevant Question	Material Quoted from Project Proposal
4	ask to apply these concepts and methods in their daily work and (c) the results analyzed at the
5	following session.
	Sessions six through eight consider methods and materials relevant to child day care. The emphasis will be upon (a) developing opportuni-
11	ties for children to see the world from different
12	points of view; (b) involving children in de- cision-making and developing and understanding
13	of the process; and (c) allowing children to develop data about their environment. In addition the importance of verbalization and working in pairs and groups will be stressed. These sessions will consist of placing participants in the child's perspective and introducing new concepts, methods and tools which can be utilized in the participant's daily experience.
	Throughout sessions three and eight an additional
15,16	emphasis will be placed upon involving parents of day care children in the training sessions. The participation of parents is beneficial from the standpoint (a) of involvement itself and (b) get- ing the daily experience model of the child into the day care operation.
	Finally sessions nine and ten will consist of a visit to a model child day care operation and a
17	discussion of administrative aspects of child day
18	care operations and the evaluation of such oper- ations."

Child Day Care Leadership

In an effort to determine whether there were any recognized leaders in child day care in this area respondents were asked to name persons whom they felt knew the most about day care. Only two persons were named first by as many as three respondents. In addition, respondents were asked what day care center they believe to be the best day care center in the area. No one center received a significant amount of recognition.

This absence of persons or centers which have substantial recognition as leaders in the field in the area would seem to

indicate an absence of leadership. It would seem that if substantial progress is to be made in increasing the quality of care it is desirable for leaders and leading day care centers to emerge. Such leaders provide examples for others and help to set higher goals.

IV. Conclusions and Recommendations

It is quite obvious in the data that the participants valued the training experience highly. Most of them expressed strong interest in another training program being presented, and that is the highest praise. It is equally obvious that in a new effort, consideration should be given to a number of alternatives.

Perhaps the most important single alternative would be to consider a different means of selecting participants. The diversity of the training participants presented a handicap to the program which was reflected in responses to questions which indicated that it was very difficult to please most of the participants at any one time. This handicap could be diminished in several different manners each of which involves controlling the selection process.

The most obvious response to this problem would be to have one training program for experienced administrators, another for experienced teachers, another for new workers, etc. This has been done in a number of training efforts. Educational levels could also be used as criteria for identifying persons who should be grouped together for training. These kinds of groupings, however, are not recommended by this evaluator.

Some literature on day care recommends that to the extent possible training of child day care personnel should occur in the center in which the trainees are employed. This seems to be highly desirable but it would be quite expensive to provide the kind of

training which was provided in this training program in the many different centers which were represented in this program.

Assuming that it is desirable to stimulate the development of a day care movement -- that is a number of persons who work together formally and informally to further the development of day care in the area -- could a training program contribute to the development of such a movement? If such a movement developed, could it be effective in increasing the knowledge and skills of those who provide day care? Would the university have an appropriate role in stimulating the development of such a movement and in helping to maintain it? Our answer to these three questions is "yes" .

Suppose the recognized leaders in child care in Virginia, or in one of the metropolitan areas of the State, joined with educational instutitions in an effort to identify potential leaders in child day care, and provided a special training program for these potential leaders. Presumably these potential leaders would be a more homogenous group in terms of education, position, and experience than the participants in the program being evaluated.

The objectives of the proposed program would be as follows?

- to develop a common core of knowledge of day care and ideal day care practices in the potential leaders;
- to facilitate their developing a continuing organization for the purpose of improving the quality of day care in the area;
- to train these leaders in basic techniques for providing in-service training in their own centers, and to provide them continuing consultation in such an effort.

It seems that a smaller group of trainees who are potential leaders in the field and who are willing to be trained in in-service training techniques would be a more economical group to train in that the "leverage" would be much greater. Training people to be trainees means that the knowledge conveyed to them will be shared with a number much greater than the number who are directly trained. In addition, when such leaders are trained, it is highly desirable that they have considerable responsibility for participating in decision making about what the training program should cover and how they should be conducted. Finally, it is presumed that the development of a day care movement would have a synergistic effect. As each participant shared new ideas and approaches with others, the total knowledge of each would increase.

A somewhat similar model to this has been successfully initiated, and is now in its second year, in the community mental health field in Richmond, Virginia. The Richmond Community Mental Health Forum grew out of a five day training effort co-sponsored by the State Department of Mental Health, the Richmond Department of Mental Health and Mental Retardation, and the School of Social Work of Virginia Commonwealth University. This Forum does not stress the role of its members as trainers, but they were selected as potential leaders in the field. The Continuing Education Department of the School of Social Work has continued to work with this organization and continues to provide training.

Such a design would mean that the bulk of the training flowing from the effort would occur in the day care centers. When the

potential leaders were conducting training and acting as consultants to persons in their own agencies, they would have the advantage of being able to relate directly to individual cases and relevant problems in the child day care centers themselves.

There is little doubt that in-service training efforts should be closely related to the work. In in-service training, theory is often seen as being remote and not applicable unless it is tied very directly to practice and to problems. Communication with children, handling behavior problems and working with parents are the kinds of topics which the persons in the sample tended to see as being valuable and interesting.

APPENDIX A

EVALUATION FORMS

Pages	
52-53	Evaluation Form Given at Conclusion of Each Training Element
54-62	Questionnaire for In-Depth Evaluation

Evaluation Form Given at Conclusion of Each Element

I. Please check the appropriate box rating each statement from the left word description to the right word description:

1. The subject matter of this training program was:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless
   exciting ( ) ( ) ( ) ( ) ( ) boring

2. The introductory session was:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless
   exciting ( ) ( ) ( ) ( ) ( ) boring

3. The tour of the V.C.U. Center was:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless
   exciting ( ) ( ) ( ) ( ) ( ) boring

4. The child psychology sessions were:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless
   exciting ( ) ( ) ( ) ( ) ( ) boring
   too theoretical ( ) ( ) ( ) ( ) ( ) not enough theory
   too much show and tell ( ) ( ) ( ) ( ) ( ) not enough show & tell

5. The methods and materials sessions were:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless
   exciting ( ) ( ) ( ) ( ) ( ) boring
   too theoretical ( ) ( ) ( ) ( ) ( ) not enough theory
   too much show and tell ( ) ( ) ( ) ( ) ( ) not enough show & tell

6. The family dynamics-role of parents session was:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless
   exciting ( ) ( ) ( ) ( ) ( ) boring
   too theoretical ( ) ( ) ( ) ( ) ( ) not enough theory
   too much show and tell ( ) ( ) ( ) ( ) ( ) not enough show & tell

7. The evaluation - licensing session was:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless
   exciting ( ) ( ) ( ) ( ) ( ) boring

8. The materials given each participant were:
   extremely valuable ( ) ( ) ( ) ( ) ( ) useless

9. The training program met your expectations:
   completely ( ) ( ) ( ) ( ) ( ) not at all

10. In comparison to other workshops or short courses you have attended, this program was:

( ) truly exceptional	( ) outstanding
( ) above average	( ) average
( ) below average	( ) poor

II. Please answer the following questions: (Use back of this sheet)

1. What have the instructors done especially well in teaching this course?

2. What, if anything, can be done to improve the instruction?

3. Do you feel the course was well balanced or should more emphasis be given one area over another?

4. Other comments.

Questionnaire for In-Depth Evaluation

Section I: Attendance and Format

1. Which of the training sessions did you attend? (Please indicate by putting a checkmark ✓ in the blank.) (Hand respondent copy of session descriptions.)

Element I	Element 2	Element 3
session 1 ____	____1	____1
session 2 ____	____2	____2
session 3 ____	____3	____3
session 4 ____	____4	____4
session 5 ____	____5	____5
session 6 ____	____6	____6
session 7 ____	____7	____7
session 8 ____	____8	____8
session 9 ____	____9	____9
session 10____	____10	____10

2. How convenient was the location of the training program for you?____very convenient_____

_____

3. How convenient was the time of the training program for you?
____very convenient_____

_____

4. How did attending the sessions fit in with the other duties expected of you?
____I had no trouble getting my work done.
____I had a little trouble getting everything done.
____I had a lot of trouble getting everything done.
____I couldn't possibly get everything done.
____Other (explain)_____

_____

5. What was your understanding of the purpose of this training program?_____

_____

_____

_____

(give respondent card with list of sessions and topics)

6. Please rank these sessions from most interesting to least interesting. (Interviewer use list below, rank 1-10.)

7. Please rank these sessions from most useful to least useful. (Interviewer use list below, rank 1-10.)

6. Interesting

Element_____

Session_____1
_____2
_____3
_____4
_____5
_____6
_____7
_____8
_____9
_____10

7. Useful

Element_____

Session_____1
_____2
_____3
_____4
_____5
_____6
_____7
_____8
_____9
_____10

8. Which topics did you find most interesting?_____

_____

9. Which topics were least interesting?_____

_____

10. Which topics were most useful to you in your work?_____

_____

_____

11. Which topics were least useful?_____

_____

12. Which topics would you have dropped from the training program?

_____

_____

13. Which topics would you have wanted to add to the training program?_____

_____

14. How did you feel about the amount of lecture in the session?
____too much ____about right ____not enough

15. How did you feel about the amount of discussion in the session?
____too much ____about right ____not enough

Section II: Instructors

1. Did you feel that the speakers had an understanding of your situation and of what you needed to learn?
___always___usually___frequently___sometimes___rarely___never

2. In general, did the speakers seem organized?
___always___usually___frequently___sometimes___rarely___never

3. Were the speakers clear in their presentations?
___always___usually___frequently___sometimes___rarely___never

4. Were the speakers interesting?
___always___usually___frequently___sometimes___rarely___never

5. Did they use language you could understand?
___always___usually___frequently___sometimes___rarely___never

6. Did they use examples to help you understand their material?
___always___usually___frequently___sometimes___rarely___never

7. Did they give you supplemental materials which were helpful to you in your work?
___always___usually___frequently___sometimes___rarely___never

8. Did the speakers encourage you to participate in discussion?
___always___usually___frequently___sometimes___rarely___never

9. Did you feel free to ask questions?
___always___usually___frequently___sometimes___rarely___never

10. Did you get clear, understandable answers to your questions?
___always___usually___frequently___sometimes___rarely___never

Section III: Content and Outcome

1. Did you hear about any "new ideas" in relation to child day care at the training session? ___many ___some ___few ___none

2. Were you exposed to any new approaches to child day care at the training sessions? ___many ___some ___few ___none

3. Were you shown any new materials for child day care in the training sessions? ___many ___some ___few ___none

4. Did you have any opportunities to test these new ideas, approaches, or materials in your contact with children at your own center, while the training program was going on? ___many ___some___few___none

5. Did you have any opportunities to discuss with the training staff how these new ideas, approaches, and materials worked out for you in your own center? ___many___some___few___none

6. As a result of what you learned in the training program, have your ideas changed in regard to what child day care can be? ___much___some___a little___none
In what way?_____

_____

_____

7. Have your views about the role of day care in our society altered as a result of the training program? ___much___some ___a little___none
In what way?_____

_____

_____

8. Did the training sessions contribute to your understanding of the major factors influencing a child's development and behavior? ___much___some___a little___none
Comments:_____

_____

_____

9. Did the training sessions contribute to your knowledge about exceptional behavior in children? ___much___some___a little ___none. Comments:_____

_____

_____

10. Did the sessions contribute to your knowledge about behavior modification? ___much___some___a little___none

11. Do you feel that this technique is relevant to child day care? ___much___some___a little___none. Comments:_____

_____

_____

12. Did you share with the participants or with the trainers any case examples in which you tried to apply new concepts and methods in your daily work? ____yes ____no
Was this helpful to you? ___much___some___a little___none

13. Did the sessions on methods and materials contribute to your knowledge about how to develop opportunities for children to see the world from different points of view? ___much___some ___a little___none

14. Did the training contribute to your knowledge of how to involve children in decision making? ___much___some___a little___none
Comments:_____

_____

_____

15. Did the training sessions contribute to your ability to allow children to learn about their environment? ___much___some ___a little___none. Comments:_____

_____

_____

16. Did the sessions contribute to your knowledge about working with groups?___much___some___a little___none. Comments:_____

_____

_____

17. Have your ideas about parent involvement changed as a result of the sessions? ___much___some___a little___none. Comments:_____

_____

_____

18. Did the sessions contribute to your knowledge of how to involve parents in their children's day care? ___much___some___a little ___none. Comments:_____

_____

_____

19. Did the training program contribute to your knowledge of administrative aspects of child day care operations? ___much___some ___a little___none

20. Did the training sessions contribute to your knowledge about the evaluation of child day care operations? ___much___some ___a little___none

Section IV: Personal Characteristics

1. Please circle the number which indicates the highest grade you completed in school.

   1 2 3 4 5 6 7 8

   9 10 11 12 13 14 15 16 _____ name degree and major

   17 18+ _____ name degree and major

2. What is your present job?_____

3. How long have you worked in day care centers with children?___

   _____

4. What other work experience have you had?_____

   _____

   _____

5. Have you had any special academic training to prepare you for working with pre-school children? ____yes ____no. Please describe:_____

   _____

   _____

   _____

6. Have you ever attended any other training courses on the subjects of children, child care, or teaching pre-schoolers? ____yes ____no. Please describe:_____

   _____

   _____

   _____

   _____

7. Please rank, in order of importance, your reasons for attending the training program.
_____The director required me to attend.
_____The director suggested I attend.
_____I wanted to learn more about children.
_____I wanted to learn to be a better worker.
_____I wanted to meet and talk with other day care workers.
_____I wanted to get away from the center.
_____Other (explain)_____

_____

8. Did the training program fulfill your purposes? ___much___some ___a little___none

9. Since attending this training course, have you done any reading on topics covered in the sessions? (Describe topics and readings)_____

_____

10. Have you attended or signed up for any other workshops or training sessions since attending this one? ____yes ____no
Describe:_____

_____

_____

11. Have you used any of the new approaches you heard about in the training sessions in your own work? ____yes ____no
Describe:_____

_____

_____

_____

12. Have you used any of the new materials you were shown in the training sessions in your own work? ____yes ____no
Describe:_____

_____

_____

_____

_____

13. Can you name one particular idea, approach, or material, which you heard about in the training sessions, that you thought was really useful to you in your own work?

_____

_____

_____

14. Have you been given a raise or a promotion since attending the training program? ____yes ____no

15. How has your confidence in your ability to do a good job changed since attending the training sessions?
_____I am much more confident.
_____I am somewhat more confident.
_____I am a little more confident.
_____My confidence is about the same.
_____I am less confident.

16. Would you be interested in attending any further day care training programs? ___very interested___somewhat interested
___doubtful___not at all
What kind?_____

_____

17. Would you recommend this training program to a friend or relative? ____yes ____no ____with qualifications
What qualifications?_____

_____

Section V

1. What do you see as the major influence on the way you treat children today? (Please rank in order of importance.)
_____My childhood experiences.
_____The example of my parents
_____My school years experiences
_____The example of my teachers
_____My education and/or training
_____My work experience
_____Other_____

_____

_____

_____

2. Name three (3) people who you feel know the most about day care.

_____

_____

_____

3. Other than your own center, name three (3) centers which you feel have the best approach to child day care.

_____

_____

_____

4. Who would you consider the leaders in the day care profession in your area?

_____

_____

_____

_____

_____

APPENDIX B

MATERIALS FOR PARTICIPANTS

Pages	
64	Educational Materials Provided Participant
65-72	Handouts, Session 1
73-101	Handouts, Sessions 4, 6, 8
102-113	Handouts, Sessions 3, 5, 7, 10
114-115	Handouts, Session 9

Educational Materials Provided Participants

During the sessions on Methods and Materials for Child Day Care a number of learning aids, books, and records were given to each participant for their use during the training program. At the completion of the program each participant kept the material for use in their own day care center. The materials given each participant included:

The New Nursery School (booklets)

"Getting to Know Myself" (record)

"Learning Basic Skills Through Music: Building Vocabulary" (record)

"Easy Projects for Kindergarten" (booklets)

"Kid Stuff: Kindergarten Nursery School" (book)

In addition three sets of the "Match Project: The City" were available for use during the training sessions and afterwards on a library loan basis to individual day care centers.

Components of a Quality Day Care Program

Physical Setting of the Child Care Center

1. Meets the physical and safety requirements as established by the Department of Welfare's minimum standards for day care.
2. It is designed specifically for children.
3. Safeguards are maintained against hazards and harmful experiences.
4. Adequate superivision of children can be maintained.

Administration of Child Care Center

1. A Board of Directors sets the policies for the Center.
2. The Director is educated in the field of child care and development.
3. The Director has a good background in administration.
4. The Director works well with the Canter staff.
5. The Director is concerned with developing good community relations.
6. The Director works well with parents.
7. The Director establishes a Center philosophy and goals.

Staff Qualifications

1. A qualified staff person is educated in the field of child care.
2. A qualified staff person has had experience in working with young children.
3. A qualified staff person is patient and understanding of the needs of young children.
4. A qualified staff person is always willing to learn and try new things and to improve upon the currently existing Center program.
5. In-Service training programs are offered and all staff members are required to attend.

6. Each staff member must be in good health as evidenced by the required yearly medical check-up.

Educational Program

1. Meets the physical needs of children.
2. Meets the emotional needs of children.
3. Meets the social needs of children.
4. Meets the intellectual needs of children.
5. Adequate daily program planning is done.
6. Adequate long-range planning is done.
7. The program is individualized to help children with "special needs".

Parent Involvement

1. Parents are encouraged to visit the Center often.
2. Parents are encouraged to become volunteers.
3. Parents are encouraged to become involved with the staff.
4. Parent conferences are arranged for those who want them.
5. Parent meetings are held periodically.

Health Services

1. Nutritionally balanced meals and supplements are provided.
2. All children are required to have a medical examination before attending the Center. This must be up-dated once-a-year.
3. Children are given a routine health check everyday before they come in contact with other children.

Auxiliary Services

1. Social services (social workers, psychologists, etc.) are available when needed.
2. Community referrals are made when children are in need of special programs or services.

Physical Development

Need: To have adequate opportunities for exercise.

1. Playground facilities are available for children to use daily_____

2. The following outdoor equipment is available to help children develop small and large muscles:

   sandbox with equipment_____
   climbing apparatus_____
   swings_____
   building blocks_____
   tricycles_____
   low climbing equipment for balancing
   garden and equipment_____

3. The following activities are provided to help children develop small and large muscles:

   cutting activities_____
   pasting and glueing activities_____
   drawing and printing_____
   household area_____
   movement activities_____
   blocks and building area_____
   music activities_____

Need: To be Healthy

1. Adequate nutrition is maintained by serving one balanced hot lunch and two supplementary meals per day_____

2. Children must have a medical check-up prior to being admitted to the Center_____

3. Children are given an adequate health check-up by a qualified individual everyday before coming in contact with other children_____

Need: To be Protected

1. Adequate supervision is always maintained_____

2. Adequate sanitation is available. Facilities are child size and easily accessible_____

3. Children are protected from safety hazards_____

4. Children are never left along in classrooms or bathrooms____

Intellectual Development

Intellectual development refers to the process in which a child's mental abilities are developed. Thinking, concept formation and language are the major components of intellectual development.

Need: To develop concepts regarding classes, space, time, number and causality.

1. Materials are available which help children learn to identify objects which are similar and dissimilar and to organize them into appropriate classes_____
2. Materials are available which help children learn concepts of space and time_____
3. Materials are available which help children learn number concept_____
4. Activities are provided which help children cause-effect relationships_____

Need: To develop language skills.

1. Children are exposed to numerous kinds of structured language activities in the daily program_____
2. Children have appropriate materials available to build language skills_____
3. Children are encouraged to talk, and share ideas in a group so that they may build good language skills_____
4. Teachers and other adults speak with a calm, warm, supportive voice_____
5. Teachers do not scream at children_____
6. Teachers use good English and avoid the use of slang_____
7. Teachers speak with positive statement--telling children what they can do, not just what they cannot do_____
8. Teachers explain why certain behaviors are important_____

Need: To increase cognitive skills: of thinking, judging, deciding.

1. Materials and experiences appropriate for young children's learning, which include much of the concrete and sensory, are available in the classroom_____

2. Children are encouraged to make their own decisions, as unimportant as they may seem to adults_____

3. Materials are available which will strengthen cognitive skills: thinking, judging, deciding_____

4. Materials are available which strengthen knowledge about different areas: math, science, health, art, etc._____

Need: To learn to explore his world and satisfy his curiosity.

1. Classrooms are "open classrooms" where children are free to select many of their own activities by using learning centers that are available_____

2. Teachers serve as guides, facilitators of learning and resource persons rather than dispensers of information_____

3. Teachers circulate among the children, encouraging them and asking them questions_____

4. A wide variety of materials, supplies and equipment are available for children to work with everyday_____

5. Materials are easily assessible to children (so teachers don't have to be constantly bothered) so spontaneous learning can occur_____

6. Children are given freedom to learn by exploring, inquiring and making judgments on their own_____

7. Children are allowed to make choices in regards to their own behavior_____

8. Teacher's believe that children want to learn and that learning is most successful if it involves first hand experience_____

Social Development

Social development refers to the process of socialization during which a child develops social awareness about himself, others and the world around him. He begins to learn what the world expects from him. The child's learning of social skills and developing healthy relationships is, in part dependent upon healthy emotional development.

Need: To develop healthy relationships with other children--learning to "get along" with others.

1. Children have the opportunity for group play_____
2. Children have the opportunity for playing alone, if they desire_____
3. Children are allowed to settle their own disputes unless they become frightened or there is danger of physical injury_____
4. Children are helped to learn how to share and cooperate with others_____
5. Teachers avoid comparing children as a means of motivating them to do better_____
6. Children encouraged to talk to each other throughout the day_____
7. Teachers believe that children learn from each other--when they are able to observe other children, when they are able to imitate other children, and when they are able to teach other children_____

Need: To develop healthy relationships with adults.

1. Teachers are always available when children need them_____
2. Teachers are honest so children can learn to trust them. If they don't know an answer, they say "I really don't know_____
3. Teachers are consistent with their policies so children know what is expected of them_____
4. Teachers praise children for what they do right_____

5. Teachers interact with children as much as possible, but at least once a day_____

6. Teachers respect each child's personality_____

Need: To develop social awareness: learning what the world expects.

1. Adults always deal honestly with children so they learn to trust their world_____

2. Adults always deal consistently with children so they know what is expected_____

3. Appropriate limits are set in the classroom so children know what is appropriate behavior and what is not appropriate behavior_____

4. Appropriate limits are seen by teachers as being important because they give a child a feeling of confidence and security_____

5. Limits are adapated to the individual needs of the child and the specific situation_____

6. Routines are well established so that children can gain a sense of order in their lives_____

7. Routines are well established so that children gain a sense of security in their lives_____

8. Teachers explain to children why certain behaviors are appropriate and unappropriate_____

Need: To develop self-help skills and the ability to be self-reliant

1. Children are given the opportunity to make choices regarding their own behavior. This helps them gain self-confidence_____

2. Choices are given only when there is a choice available. Teachers abide by the child's decision_____.

3. Children are encouraged to help during clean-up time_____

4. All educational materials and equipment have a place in the classroom so children will know where they go and be able to help keep a sense of order in their classroom_____

5. Children are encouraged to develop self-help skills, i.e. to dress themselves, wash and toilet by themselves_____

Emotional Development

Emotional development refers to the process in which a child develops good feelings about himself and others in his world.

Need: To receive enough love and attention.

1. Adults are able to give children the love and attention they need on a one-to-one basis everyday_____
2. Children receive praise for doing good things, not just criticism for doing bad things_____
3. Children are not labelled (good girl, bad boy, cry baby) _____

Need: To feel secure about himself, others and the world around him.

1. Adults are consistent in their dealings with children_____
2. Adults are always there to help a child when he needs it _____
3. Children are dealt with honestly and can learn to trust adults_____
4. Children are persuaded to do things on their own so they will become self-reliant_____
5. Children are allowed "just to be children"_____

Need: To deal with feelings in a healthy way.

1. Children's feelings are accepted for what they are_____
2. Children are not told to stop crying or to be a "big boy" but are allowed to cry and feel sad if they wish_____
3. Aggressive and angry feelings are accepted and re-directed into another acceptable activity. (If Johnny is angry at Joe and begins to hit him, the teacher might step in and say, "Johnny, I know you are angry at Joe but I can't let you hit him. Here try throwing these bean bags.)_____

Suggested Materials for Activity Centers

Science Center

Magnets
Magnifying glasses
Small child's microscope
Colored plastic viewers
Scissors
Small dull knife
Tweezers
Nut cracker
Nut pickers
Small hammers
Various sized screw drivers
Pliers
Wire
String and rope
Batteries, wires and bulbs
Light socket and bulb
Old or broken appliances
Pieces of screening
Pieces of wire fencing or mesh
Strainers
Tape
Glue of various kinds
Various sized clips
Rubber bands
Small vises or clamps
Rulers and assorted measuring devices
Clear plastic containers
Bottles and jars
Test tubes and holder
Sponges
Blotters
Cheese cloth
Paper towels
Paper and pencils for recording
Paper cups
Aniaml cages
Live animals
Supply of sugar, salt, flour, oil, cornstarch, food coloring

Painting Center

One or more easels
Table for finger and group painting
Brushes of various sizes
Newsprint
Paint containers for easel and table
Washable palettes (tin plates)
Trays
Sponges
Paper for cleaning
Pegs or hangers for smocks
Rope or heavy string for hanging painting to dry
Starch
Sand
Linoleum blocks
Soft wood blocks
Felt and cardboard
Rollers
Spoons
Stirrers, spreaders
Stencil paper
Varnish
Plastic spray
Storage for paint, paper, etc.
Finger paint
Tempera paint
Clothespins for hang paintings

Social Studies Center

Globe
Maps of local areas and world
Graph paper for mapmaking
Newspaper articles of interest
Bulletin board for posting articles
Pictures of different styles of houses from around the world
If you do not have a housekeeping center this is an excellent place for a dress-up center
Samples of common tools
Samples of common materials
Pictures of people from around the world
Books and magazines of current interest

Housekeeping Center

Toy sink and refrigerator
Table and chairs to simulate dining
Couch or easy chairs
Carpet to delineate areas
Dishes, cooking utensils
Stock of flour and salt for cooks
Doll carriage and bed
Dolls of both sexes and various races
Newspapers, books
Small items which give homelike atmosphere

Dress-Up Center

Full length mirror (unbreakable)
Male clothing, hats, accessories
Belts, scarves, jewelry
Several felt or cardboard hat forms which can be used by both sexes for imaginative or dramatic play
Small hand mirrors
Female clothing, purses, shoes, accessories
Several strips of cloth two or three yards in length which can be used imaginatively
Small stage for plays within class (can consist of carpeting to delineate borders)

Math Center

Cuisenaire rods
Montessori sequence boards
Dienes math materials
Large abacus
Small abacus
Counting discs and frames
Miniature adding machines
Miniature computers (class constructed)
Illustrative board for place value
Materials to illustrate relationships of fractions
Variety of materials to sort and classify, such as interesting stones, nuts, beads
Pegs and pegboards
Dice
Math games

Math Center- cont'd.

Paper money (class made)
Measuring devices of all kinds
Graph paper
Heavy construction paper for construction of geometric figures
Deck of playing cards
Math games, teacher or student created

Spatial Relations Center

Puzzles
Form boards using shapes that are familiar
Form boards using shapes that are unfamiliar
Nesting boxes, cups, plates, etc. (of greater complexity as student's ability increases)
Large boxes with various sized doorways for children to enter to emphasize perception of one's body in different spatial situations
Materials to encourage development of near-far concept
Pitching games
Cardboard tunnels for crawling through
Any construction which allows children to go up
Dollhouse with furniture and dolls (can be made from cardboard boxes or wood)

Building Center

Blocks--large and small, of as many colors and dimensions as you can find
Pegboard with attachments, and other things such as string, wheels, pulleys, etc., which can be attached to pegboard
Sheets of cardboard, plastic, and wood for use in constructing buildings (all can be scraps or clean garbage)
Concrete in dry form
Plaster of Paris in dry form
Sand
Clay
Play dough (homemade)
Glues
Heavy construction paper and oaktag
Collections of used food boxes and cans of all kinds, shapes and sizes for construction
Odd widths and lengths of pegboard with nuts and bolts that fit pegboard holes
Plastic plumbing pipes and connections
Pipecleaners
Plastic tubing
Rubber tubing or lengths of hose
Hammers, saws, screwdrivers, vises, clamps, hand drills
Screws, nails, nuts and bolts of all sizes
Scrap lumber, wood from orange crates, etc.
Blocks--large and small of as many colors and dimensions as you can find
Sandpaper, files
Tinker toys (large ones if possible)
Plastic blocks
Sponge blocks
String

Sculpture Center

Clay
Plaster
Sand
Soap
Soft wood
Carving tools
Odd-shaped boxes (food, etc.)
Cans of all sizes
Assortment of glues
Trays and bowls to work on
Old cloth for wrapping
Coping saw
Hammer and nails
String, yarn, thread
Wire and screening
Styrofoam shapes
Pieces of scrap metal
Large box of collage materials
Hand drill and screws
Newspaper for paper-machie

Reading Center

Books--a large variety of subject matter and a broad range in reading difficulty
Poetry area--a corner or any portion of this area can be devoted to poetry
Dictionary and/or picture dictionaries

Creative Writing Center

Paper with and without lines
Writing tools appropriate to the age level of students
Stapler, clips, fasteners
Old typewriter, if possible
Dictionary or picture dictionary
Set of letters and stamp pad for printing
Drawing paper
Crayons
Magic markers

Language Arts and Skills Center

Variety of workbooks (of different publishers)
Reading and spelling games or puzzles
Drill materials for the development of specific skills (they will vary with age of students)
Tape recorder
Overhead projector
Small area with make-shift stage that can be used for plays when desired. Costumes can be stored with things in dress-up center.
Phonograph and records related to reading enjoyment or skills

Music and Dance Center

Musical instruments of all kinds, commercial and home-made
Phonograph with variety of records representing different types of music and music of all countries
Some interesting light material of 2 or 3 yard lengths which can be used for dancing
Anything you or the students find which makes interesting sounds

This Materials List is in two parts:

I. Scrounge List

II. Free and Inexpensive Materials - grouped by classroom activity

This List is designed to help teachers in setting up classrooms for children based on the open approach to education.

The Early Childhood Education Study acknowledges the work of the EDC Follow Through Project and of the National Association of Independent Schools in compiling this list.

We would welcome suggestions and additions to the Scrounge List, and hope you will share your ideas with us.

The Early Childhood Education Study is a project of the Education Development Center, and is supported by a grant from Project Head Start, Office of Child Development, Department of Health, Education and Welfare.

PART I. SCROUNGE LIST

This list contains some suggestions for materials available free from local merchants to use in classrooms. They represent only a sample of the many resources you will find in your area. Many of these materials are normally discarded; if you contact local businesses, shops or factories, and make your intentions known, they are quite often willing to save them for you.

Contractors and Building Supply Companies

lumber, pipes and wire, wallpaper, linoleum, tiles, molding wood, sawdust, wood curls.

You can make arrangements to go to a construction site when they are finishing a job; they will let you collect the scrap building materials.

Plastics Company

trimmings, cuttings, tubing, scrap plastic and plexiglass

Electronics Manufacturers

styrofoam packing, printed circut boards, discarded components

Lumber Supply Companies and Furniture Factories

scrap wood, damaged bricks, concrete blocks, doweling, sawdust, wood curls, wood scraps for carving

Hardware Stores

sample hardware books, sample tile charts, linoleum samples

Rug Companies

sample swatches, end pieces from rugs

Supermarkets and Outdoor Markets

cartons, packing materials, fruit crates, large cardboards and materials from displays, discarded cardboard display racks, styrofoam fruit trays

Department Stores

fabric swatches (drapery and upholstery samples), rug swatches, corrugated packing cardboard, sample food cans and boxes, packing boxes from appliances such as washing machines, refrigerators, etc.

Phone Company (call their Public Relations Department)

excess colored wires; telephones (on loan)

Electric Power Company (call their Public Relations Department)

telephone poles, wooden cross arms, steel ground rods, wire, large spools that can be used for tables, assorted packing materials

Garment Factories and Button Manufacturers

a great source for accumulating a wide variety of materials--yarn, buttons, scraps, decorative tape

Camera Manufacturers

cameras (on loan)

Leather Manufacturers and Leather Craft Companies
Pocketbook, Belt, and Shoe Manufacturers

scrap pieces of leather and lacings

Billboard Companies

pieces of billboard to use as posters, wall coverings

Ice-Cream Stores

3-gallon ice cream containers

Airlines

plastic cups

Container Companies

large cardboard sheets

Architectural Firms, Upholsterers, Textile Companies, Floor Covering Firms, Kitchen Counter and Cabinet Makers, Wallpaper and Paint Stores

color samples; wood, linoleum and tile samples, formica squares, wallpaper books and scraps of all sizes

Bottling Firms

bottle caps, large cardboard tubes

Window, Storm Door and Siding Companies; Soft Drink Manufacturers

aluminum scraps

Cleaners and Tailors

buttons, hangers, scrap material

Restaurant

ice cream containers, corks, boxes and cartons

Large Food, Candy and Soap Manufacturers

sample cans and boxes

Plumbers and Plumbing Supply Companies

wires, pipes, tile scraps, linoleum

Tile and Ceramics Companies

scraps of ceramic and mosaic tile; tile by the pound (inexpensive)

Paper Companies

unusual kinds of paper are often available free in the form of samples, end cuts, or damaged sheets. Paper is delivered to paper companies in large cardboard tubes which are usually discarded. These make good chairs, tables, cubbies, etc. (See Building with Tubes, a publication of the Early Childhood Education Study.)

Metal Spinning Companies

shavings and scrap pieces

Junk Yard and Scrap Metal Yards

unlimited possibilities! Wheels of all shapes and sizes, all kinds of gears and moving parts from clocks, radios, fans, cars, irons, toasters, etc. Handles from doors, cars; knobs; broomsticks, hings and fittings.

Note: Be on the lookout for packing materials wherever you go. Depending on the nature of the factory or business, they come in an infinite variety of materials, shapes and sizes.

PART II. FREE AND INEXPENSIVE MATERIALS

Construction, Sewing and Woodworking

1. Boxes of all kinds - egg cartons, milk cartons, cookie trays, vegetable cartons and trays, match boxes
2. Plastic bottles, boxes and jugs - bleach bottles, ice cream cartons, detergent bottles, cheese containers, margarine contains
3. Cardboard tubing from toilet paper, paper towels, wrapping paper
4. Broom handles, spools, bottle caps, lides, pipe cleaners, elastic bands
5. Elmer's glue, paste, Scotch tape, masking tape, paper clips, staples, string, rope, wire, brass paper fasteners
6. Wallpaper, swatches of rug and draperymmaterial, tiles, linoleum
7. Scrap metal and pipe, wheels
8. Gears from clocks, radios, fans, cars, irons, toasters; handles, knobs, hinges and fittings of all kinds
9. Scrap wood, fruit crates, large cartons, barrels
10. Nuts, bolts, nails, washers, screws
11. Cloth - various textures and colors: silk, lace, organdy, net, nylon, wool, corduroy, wool, velvet, burlap, felt, cotton, taffeta
12. Yarn, ribbon, rick-rack, fringing, decorative tape, lace edging, thread, embroidery floss
13. Buttons, beads, sequins, buckles, snaps, zippers
14. Needles, pins, knitting needles

Playgrounds

1. Large cartons, fruit crates, barrels
2. Concrete blocks, bricks, large stones
3. Large spools from telephone wire - check phone company
4. Ladders, sewage pipes, ropes
5. Bicycle tires, automobile tires, saw horses, tree trunks, planks
6. Targets painted on boards or on the concrete
7. Wooden structure for a clubhouse

House Corner, Dramatic Play, Shops

1. Old dresses, pants, shirts, blouses
2. Hats: men's and women's, cowboy, baseball, baker, bride's veil, crowns, helmets
3. Shoes: ladies' heels, boots, slippers, men's shoes and sandals, etc.
4. Shawls, coats, capes, scarves
5. Beads, earrings, bracelets, pins, belts
6. Material to use as saris, turbans, trains, capes
7. Fans, glasses, gloves, handbags, wallets, aprons
8. White coats for doctors, nurses, bakers, etc.
9. Hand mirror, compacts, long mirror, clothes rack, coat hangers

10. Old televisions, radios, record players, irons, toasters
11. Old dolls, doll's clothes and furniture, stuffed toys
12. Telephone - perhaps from phone company
13. Brooms, dust pans, brushes
14. Tub for washing clothes, soap powder
15. Fruit and vegetable crates, saw horses, baskets, grocery carts, shopping bags
16. Play money or units for exchanging - pegs, golf tees, popsicle sticks, etc.

Sand and Water

1. Plastic jugs, bottles, cups, etc. - all in varying sizes
2. Old teapots, coffee pots, watering cans, green hoses
3. Bottles, jars with lids, tin cans
4. Wood, cork, stones, shells, sponges, styrofoam, marbles
5. Rubber balls, ballons, bubble pipes
6. Hand towels, mops, aprons
7. Food coloring, soap, flour, string, wire, rubber bands

Wet Sand

8. Wood, stones, bricks, planks, twigs
9. Shovels, spoons, pails, scoops, rakes
10. Molds, muffin tins, cake tins, paper cups, shells, tin cans, plastic boxes, jars, jugs

Dry Sand

11. Dust pans, brushes, brooms
12. Sugar, salt, coffee, tea, spices, seeds
13. Bags - paper and plastic
14. Straws
15. Cone-shaped paper cups
16. String
17. Net material
18. Cornstarch

Note: Materials may be interchanged in three categories above.

Balancing

1. Plastic containers for storage - labeled
2. Spoons, scoops, funnels, sieves
3. String, wire, paper plates, paper cups, paper paint buckets, paper clips, plasticine, nails, cup hooks
4. Milk cartons, baby food jars, juice cans, plastic bags, paper bags
5. Materials for weighing and balancing: spools, bottle caps, clothes, pins, stones, shells, buttons, stryofoam, sponge rubber, corks, blocks, washers, nuts and bolts, rubber balls; rice, flour, sugar, noodles, coffee, tea, bran, kidney beans, dried peas, nuts, chestnuts, pine cones, sawdust; soap flakes, small cans of food,

rolls of life savers, sugar cubes (for making weights), packages made up to exact weights

Math

1. Materials for counting, sorting, grouping, ordering, and pattern making: shells, stones, golf tees, marbles, tooth picks, straws, washers, bottle caps, buttons, beads and lacing, spools, pipe cleaners, lengths of ribbon, colored sticks, popsicle sticks, cancelled stamps; string, rope, hoops for enclosures
2. Playing cards, dominoes, checkers, dice
3. Old clocks, egg timers, stop watches, wrist watches, metronome, cash register, scales, adding machines
4. Curtain rod with hooks
5. Calendars, train, bus and plane schedules, maps
6. Tape measure, yard sticks, rulers, canes, doweling, unmarked wood, lengths of ribbon and string, straws, paper streamers

Free and Inexpensive - Art Materials

Collage Tray

1. Yarn, thread, ribbon, lace, stones, shells, bottle caps, broom straws, straws, toothpicks, pipe cleaners, twigs
2. Materials - all varieties
3. Scrap paper - all varieties
4. Wood chips, feathers, sawdust, sand, macaroni, rice, excelsior, packing paper, beads, sequins, buttons, foam rubber, cork, scrap rubber
5. Seaweed, leaves, pine needles, seed, wax, chalk, wire, string

Painting

6. Muffin tins, empty plastic squeeze bottles, jars with lids, tin cans
7. Sheets of plastic, newspaper, apron
8. Sponges, string, rope, clothesline and pins for hanging papers
9. Straws, sticks, twigs, toothpicks to be used as brushes, paper towels

Graphics

10. Tin cans, cardboard tubing, rolling pins, pencils, hair curlers, candles to be used as rollers in printing
11. Paper towels - folded to make print pads
12. Objects for printing: forks, spoons, potato mashers, buttons, corks, jar lids, blocks, clay, corrugated board, vegetables, rubber bands, paper clips, string and material

Clay Work

13. Plastic bags and covered tins for storage
14. Plastic material

15. Tools for modeling - pencils, feathers, twigs, forks, knives, spoons, rolling pins, pebbles, shells, leaves, toothpicks

Sculpture

16. Scrap wood and cardboard
17. String, wire, nails
18. Toothpicks, pipe cleaners, straws
19. Sticks
20. Cardboard, tin foil
21. Assorted paper
22. Elmer's glue

Recipes

Play Dough

2 cups table salt
1 cup cornstarch (loose)
1/2 cup cold water
2/3 cup water

Mix salt and 2/3 cups of water in saucepan stirring until mixture is well heated, 2 to 4 minutes. Remove from heat and add cornstarch, which has been mixed with 1/2 cup of cold water. Stir quickly. Mixture should be consistency of stiff dough. If mixture does not thicken, place over low heat and stir, about one minute, until it forms a smooth pliable mass. Leave the mix a natural white, or divide into portions and add regular food colors until desired brilliance is achieved. (Modeled objects may also be painted or decorated when dry to give surface color.) Mix can be kept indefinitely if wrapped in clear plastic wrap or foil. Makes 1 and 3/4 pounds. No refrigeration is necessary.

How to dry:

Modeled objects will dry and harden at room temperature in approximately 36 hours, depending on thickness of object. Place models on wire rack or screen to allow free air circulation. Large mass objects, such a pieces of fruit, should be pierced with pencil when moist, to allow interior to dry out.

Uncooked Play Dough

1 cup flour
1 teaspoon powdered alum
1 cup salt
2/3 cups water (add color to water)

Salt and Flour Ceramics

2/3 cup salt (fine)
1/2 cup water
Dry powder paint or showcard paint
1/2 cup flour
2 or 3 drops food coloring
Oil of cloves for odor

Heat salt until it snaps. Mix salt and flour and add water. Knead until no longer sticky. Add more water or flour if mixture is too dry or too sticky.

Wall Paper Paste Finger Paint

Mix paste flour slowly into the water, stirring continuously. Do NOT pour water into the flour. Proportions are given on the sack. Add color and store in half-pint jars with lids.

Cornstarch Finger Paint

Mix two parts of cornstarch with almost equal parts of water and cook to consistency of cornstarch pudding. Add color and store in jars with lids.

Paste

1 cup flour
3/4 teaspoon oil of wintergreen
1 teaspoon powdered alum
2 1/4 cups boiling water
1 cup cold water

Mix flour with cold water, stir until smooth. Add boiling water, stir. Cook in double boiler over low heat until smooth. Add alum, stir until smooth. Remove from fire, add oil of wintergreen when mixture is cooling. Store in covered jars in a cool place.

Wheat Paste

1 1/2 cups boiling water. Add 2 teaspoons wheat flour. Stir well. Add 1/2 tablespoon salt for preservative.

Soap Suds Art

Two cups of soap flakes or detergent (the sudsing variety). Add just enough water to mix. With an egg beater a child can whip up the finest make-believe frosting ever. An old spatula or ice cream spoon makes a fine spreading tool.

Soap suds made from soap flakes or detergent and water are ideal for textured effects on bottles or boxes, "fur" on papier mache animals, and hundreds of other interesting projects. They are easy to mix and apply, yet are readily cleaned up.

A good basic formula to start with is two parts of soap flakes or detergent to one part of water. Whip until very stiff. The soap flakes mixture is very fluffy, while the detergent is grainy and dries like plaster.

For more body and a harder finish, substitute thick homemade laundry starch for the water. For color, add while mixing or paint with poster paints when thoroughly dry.

Collage

Paste various materials--paper scraps, cloth, nature materials, ribbons, rick rack. Spread paste with popsicle stick.

Painting

Paint with sponges, feathers, throat swabs, paper towel wads, rags, combs, cotton swabs, etc.

Starched String Sculpture

Materials--stout colored string; flour and water paste (mixed to the consistency of very heavy cream); containers for the paste (disposable aluminum pie pans are perfect); colored cellophane or tissue paper or waxed paper.

Procedure--dip a length of string in flour and water paste. Arrange the string on a sheet of waxed paper to form the desired shape. Allow the string to dry thoroughly (overnight). When the string is dry, use colored cellophane or tissue paper to cover some of the openwork areas of the design. Lay the sculpture on tissue paper and trace the shape of the opening onto the paper. Cut the shape, adding a little margin all the way around, so the paper shape will be large enough to cover the opening plus overlap far enough onto the string so it may be pasted in place. Apply paste to the string and paste the paper shape in place on the back of the sculpture.

Texture

Materials--objects found in play yard (sticks, pine needles, rocks, feathers, etc.); black tempera paint; slick fingerpaint paper. Have children find objects from outside. Dip them in black tempera and "paint" with them. Talk about the effects achieved.

Christmas Bells

Cut egg cartons into 12 cups. The children trim them in holiday colors and, if they wish, add glitter. A hole is punched in the top and yarn drawn through to form a hanger.

Possibilities for Materials

KEYS

house key
skate key
honorary society key
map legend key
car key
telegraph key
typewriter key
answer key
lock key
skeleton key
brass key
silver key
water faucet key
cotter pin
horn key
key signature

SHELLS

herbs and spices
vegetables
fruit
coffee
onions
tea
candy
nuts
leather
wet wool
vinegar
mustard
pickles
bacon bits
chalk
pencils
flowers
medicines
nail polish, remover
wood shavings
paper
erasers
rubber bands
magic marker
toiletries
paste
scented candles
ammonia
metal (lock, scissors)
soaps

FASTENINGS

barrette
belt
bobbie pin
bolt
buckle
doorknob
needle and thread
plaster
rubberband
Scotch Brand tape
staple
button
cement
chain
clasp
clothespin
lock
padlock
ribbon
safety pin
shoestring
string
glue
hinge
hook
iron-on tape
skeleton key
nail
paper clip
rope
screw
snap
zipper

BUTTONS

doorbell button
button mushrooms
garlic buttons
shirt buttons
machinery buttons
metal buttons
buttons with shanks
buttons with holes
badge buttons
wooden buttons
fabric buttons
bachelor buttons
shoe buttons

HEAD COVERINGS

dress-up hat
wig
religious head covering
hats from other countries
helmet
bonnet
coonskin cap
bathing cap
artist's hat
policemen's hat
engineer's hat
crown
headdress
top hat
cowboy's hat
pioneer hat
beret
fur hat
shower cap
bus driver hat
fireman's hat
nurse's cap
baker's hat
jockey's hat
fishing hat
scraf
veil
stovepipe hat
hard hat
hairnet
painter's hat
mailman's hat
farmer's hat
tricorn
golf hat
military hat

CLOTHS

corduroy
velvet
fake furs
matelasse
carpet
burlap
denim
polyester
rayon
tulle
knits
terry
buckram
wool
matalic
vinyle cloth
pongee
linen
nylon
frieze
mohair
alpaca
seersucker
crepe
satin
voile
dacron
net

FOOT COVERINGS

leather
horseshoes and nails
sandals
water fins
dress shoes
tennis shoes
occupational shoes (nurse, surgeon, etc.)
socks
stockings
nylons
peds
slippers
athletic shoes
ballet shoes
cowboy boots
moccasins
ice skates
tap shoes
roller skates
squaw boots
rain boots
boots
galoshes
booties

COOKING UTENSILS

baster
wooden spoons
grinder
pepper mill
sifter
shakers
pots
thermometer
egg beater
bowls
spatula
grater
pastry brush
potato ricer
garlic press
cookie sheets
potato masher
ladle
strainer
measuring cup
peeler
canisters
egg poacher
pl ers

COOKING UTENSILS

turner
can opener
meat tenderizer
cork screw
tongs
rolling pin
wire whip
hamburger press
saw
butter churn
pot holders
colander
juicer
funnel
bread pan
timer
cleaver

Making and Selecting Educational Toys for Children

Play is important to normal growth. Just as children need a balance of foods for their meals, they need a variety of toys for their play. The educational value of a toy is debatable. Factors to consider are age, mental and physical development, play space, and many others.

In making and selecting toys, one should know something about the individual child. Perhaps you experienced as a child receiving a gift from a great aunt whom you had not seen for several years. Much to your surprise and disgust it was a beautiful doll and now your chief interest was in a rock collection.

Children need different experiences in growing into adulthood. Toys can help children to develop in many ways; physically, mentally, socially, emotionally, and spiritually.

The following is an outline of toys for age groups:

1-2 years	Push and pull toys when learning to creep and walk Blocks to handle and carry around Beads to bite and bang Picture books of large animals	
2-4 years	Peg boards Building blocks Puzzles Picture books Nested cans	Sound toys such as drums, tom-toms, etc. Doll-houses, dree-up costumes
4-6 years	Stick horses Large blocks Gym equipment Clay modeling	Simple story books which can be read to them
8-10 years	Collectors start during this age Bird books Stamp albums Puppets Bird feeders	Tool - inexpensive magnifying glass Art materials

A child learns through developing his senses of hearing, seeing, feeling, tasting and smelling. Take odd sizes of blocks or cans. A child can learn that he can fit one can into another or he can, by stacking them, make something that resembles a car or a barn. He not only is developing his imagination but is learning to reason.

Blocks serve as a good illustration of toys which will satisfy a number of needs, physical, mental, emotional and social.

Imaginative play begins early and is long lasting. Toys that are particulary good in developing the imagination are:

Books Puppets Paints Paper Crayons Clay and Costumes

Too much cannot be said in defense of modern methods in teaching children art. Tracing pictures, ready designed color books and ready-to-do kits have little if any educational value. In fact, most educators will agree that this type of play will encourage a child not to think for himself.

Safety should be stressed in making and selecting toys for children. Also, if your group includes many parents with small children, toy storage may be another good point to stress.

Suggested Outline For Demonstration

1. Discuss importance of play.

2. Point out relationship of toys to play and over-all development of children.

3. Demonstrate and exhibit a toy for each age group and point out the educational value.

References:

Play: A Yardstick of Growth
Play Schools Association, Inc.
41 West 57th Street
New York 17, New York

Your Child From One to Six
Federal Security Agency
Washington, 25, D.C.
Publication No. 30

The Wise Choice of Toys
By Ethel Kawin
University of Chicago Press
Chicago, Illinois (1934)

Finger Painting

Finger painting lends itself to the release of emotional tensions. It is a medium which children manage easily. The pliability allows constant change in form by the movement of hand and arm. Rhythmic manipulation is one of its best points. It is valuable for the sensory experiences it gives the child. All five senses are at work here. The process is more important than the product.

The teacher will do the following:

Provide smocks or aprons.
Protect the surface to be used.
Demonstrate how to wet the paper. (Wet surface of paper on dull side with wet sponge. Turn paper over and wet glazed surface with wet sponge.)
Demonstrate what your hands and fingers can do--use palms, knuckles, fingers, heel and side of hand, first.
Give guidance on the use of paint during the period.
Provide a flat drying surface.
Press dried papers on the back with a warm iron to flatten them.

The children will do the following:

Learn to get and prepare their own paper.
Learn to pick up paper and lay it to dry
Wash hands immediately on finishing project.
Use painting as a picture, a design paper, a decoration for the room.

There are many ways to vary the use of paint. Some of the techniques you will be trying yourself are included in this list.

Sponge painting: Dip small pieces of sponge in flat dishes of thick paint and pat, whirl, press lightly, press hard and draw. Use as designs, decorative papers, etc.

Drip paint: Drip paint on wet paper, then lift paper and allow paint to run around. Using more than one color allows for color experimentation.

Dry paint: Place dry paint in small containers (egg cartons.) Dip brush in water, then in dry powder and paint.

Crayon and paint: Draw a picture or design with crayon, pressing firmly and filling in solid areas. Leave much open background. Paint over entire surface with thin powder paint.

Finger Paint Recipe

3/4 cup powdered laundry starch
1 pint (2 cups) boiling water
Few drops glycerin or few drops of oil of cloves
1/2 cup soap flakes (pure soap flakes not detergents)
4 tablespoons tempera

Mix starch with enough cold water to make a thin paste. Add boiling water slowly; stir constantly until mixture becomes thick and transparent looking. If it is not thick enough, cook for several minutes stirring frequently. Remove mixture from stove and allow to cool slightly. Add soap flakes; stir constantly until flakes have dissolved. Add oil of cloves or glycerin and store in tightly-covered jar.

Finger Paint Recipe

Recipe--prepared starch (guaranteed safe for children); tempera paint. (Using this recipe does not require paper to be wet.

1 cup laundry starch
1/2 cup soap flakes
Few drops oil of cloves or glycerin (if desired)
2 quarts boiling water
2 tablespoons talcum powder

Mix starch with enough cold water to make a creamy mixture. Add the boiling water and cook until clear, stirring all the while. Remove from heat, add the soap flakes and talcum powder, and cool. Add dry or liquid tempera paint.

Finger Paint Prints

Materials: Pure soap flakes (not detergents), hot water, fork or egg beater.

Procedure: Beat until consistency is like men's shaving cream. Dampen table and spoon out on the table. As children work with it, sprinkle tempera on the surface. Let the child work it. Place paper towels or construction paper over the design. Press and lift off. When varnished, give the effect of an oil painting.

Note: Another method is to mix soap flakes and water into a smooth paste. Add a few drops of food coloring to this and use like finger-paint.

Feet Painting

Materials: Little feet, two buckets or small containers in which to place feet, tempera paint, and a roll of paper.

Procedure: Place the paper on the floor. At the end of one side of the paper, place the two buckets, filled with various colors of paint. Allow the child to place his two feet into the paint and then to walk over the paper. After a number of children have had a turn, you will have a mural of multi-colored little feet.

The children may want to make swishes or strokes with their feet. Two or three may intermingle their strokes to make for a very interesting effect. The child should be free to express himself.

Wrinkle Painting

Materials: Fingerpaint paper, fingerpaints, or tempera paints, a pointed brush. (For fingerpaint paper, use magazine covers, glazed shelf paper, or any smooth, shiny paper.)

Procedure: Crush dry paper into a ball. Unfold and spread on a flat surface. Cover the paper with thin tempera or fingerpaint. Or, pour on one tablespoon of liquid laundry starch and sprinkle a little powdered paint on this. Mix and spread the paint, rubbing it into the wrinkles in the paper until a pattern of cracks appears. With a pointed brush, paint over the lines in the paper, then add in some of the shapes the lines form.

Children's Art

Stages	"All children everywhere draw the same things in the same way at the same age." All children pass through the same stages of development in their art creations.
Two	At two, all children scribble. Scribbling is spontaneous. "Scribbles are the building blocks of children's art."
	At two, a child cannot draw a circle. His coordination has not developed sufficiently to allow him to do so.
	He does not have a plan in mind when he starts to scribble.
	The placement of scribbles on the paper follow a pattern--left half, right half, center, etc.
	This is the stage of hidden or implied shapes.
	It is best not to label the child's scribble. You may call it a wheel, but to the child it may be a car. Say, "That has nice lines" or "It has pretty circles"--something true and encouraging.
Three	The child enters the stage of outline shapes--circles, ovals, squares, rectangles, triangles, X's, etc.
	Then he begins to combine shapes into a design--an X inside a circle, etc.
Four to Five	Children come to the pictoral stage. They are interested in creating things that please them, not in drawing things as they are.
	They begin to draw the human figure, animals, houses, trees, etc.
	Children will draw representationally when they are ready.
Five to Six	The child's picture begins to tell a story.
	The child's coordination has developed so that he can color within an outline.
	The child can use almost any media.

"The Psychology of Children's Art", Rhoda Kellogg and Scott O'Dell, New York; CRM Random House, 1967.

Creative Activities Help Children:

1. To distinguish colors
2. Small and large muscle control
3. Express feelings and satisfy emotions
4. To learn to make choices
5. To work independently
6. To find satisfaction in accomplishment
7. To develop self-confidence
8. Distinguish shapes

Tips:

1. Don't correct or help the child in his work.

2. Don't give the child coloring books or patterns. They stifle creativity.

3. Don't expect the child's art always to be pleasing. His feeling toward his art is different from yours.

4. Don't prefer one child's work to that of another.

5. Display all the children's work, not just the best examples. Display at child's eye level.

6. Don't ask the child "What is that?" Rather, say "Tell me about it."

7. Use large paper for small children--18" x 24" if possible.

8. Don't interrupt the child.

9. Don't suggest subject matter to the child.

10. Remember, the work belongs to the child. It is his creation. Let the child communicate his own ideas.

11. Place paints to the child's left so that he learns a left to right movement across the paper.

12. Allow the child to hold the crayon or brush any way he wishes.

13. Value the process, not the end product.

14. Teach children rules for art work: (a) keep art materials in the art area; (b) keep materials out of mouth; (c) do not waste materials; (d) do not disturb other children.

Modeling Clay

Its Values:

1. Gratifies a basic need to work with hands.
2. Furnishes opportunities to use large and small muscles.
3. Appeals to tactile senses as well as visual.
4. Builds concepts of three-dimensional forms.
5. Releases tensions by pounding, pushing and pulling.
6. Stimulates imagination and encourages language development.

Tools:

Child uses his hands. Tongue depressors make excellent knives for cutting. Spools and wooden sticks help indicate patterns, etc.

Storage:

Form balls of earthen clay the size of a baseball. Stick thumb in to make a hole, fill hole half full of water and seal over. Store in plastic containers. Store flour-salt clay in plastic bags. Refrigerate if it is made without a preservative.

Teacher does:

1. Supply a generous amount of modeling material and suitable place to work.
2. See that material is soft enough for small fingers to manipulate.
3. Allow the child time and opportunity to pound, puch and pull.
4. Vary the texture of the material for tactile enrichment.
5. Encourage children to clean up.

Teacher does not:

1. Stress neatness and cleanliness.
2. Ask child to model anything specific.
3. Value the finished product instead of the process.

Bought Clay

1. Play-Doh (set of four 6 oz. cans - $1.00)
2. Modeling clay (1 lb. pkg. - $.70)
3. Moist or powder clay
   Example: Amaco - (5 lb. ctn. - $1.50), finished objects are chalkhard and can be painted. They also can be fired in a kiln.

Mexican Pottery Clay (2 lb. pkg. - $1.10) self-hardening.

Fibro-Clay (2 lb. bag - $1.75) self-hardening to a flat white finish.

How to prepare clay bought in powder form:

Method #1 - Knead water into powder, using only enough water to moisten. Mold into balls and leave exposed to air until pliable but not too sticky.

Method #2 - Place powder in a cloth sack. Tie firmly. Place in pail, covering with water. Remove next day and mold into balls.

Note: Store natural and water base clays in plastic wrapping in water tight containers.

Crayon Activities

1. Crayon Etching
   Cover paper with light colored crayon, then cover light surface with dark crayon. Scratch through to light surface with edge of blunt scissors or tongue depressor.

2. Crayon Leaf Prints
   Place leaf under newsprint, scribble with crayon on top of paper to get impression of leaf. Can also be done with coins, string, pieces of paper, wire screening, burlap, etc.

3. Crayon and Paint
   Draw on paper with light-colored crayons, then cover with wash or dark paint. Paint will cover all but crayon markings.

4. Colored Paper
   Using crayons on colored paper teaches children what happens when one color is applied to another.

5. Single Colors
   Picking out one color to use for an entire picture offers a change from having a variety of colors to use.

6. Variety in Diameter
   Wide crayons stimulate more detailed work.

7. Crayon Stenciling
   Draw on cloth with firm, even weave of light, solid color. Place material face down between two pieces of smooth paper and press with hot iron. Do not rub iron across paper.

HAVIGHURST'S DEVELOPMENTAL TASKS FOR INFANCY AND EARLY CHILDHOOD

1. Learning to walk
2. Learning to take solid food
3. Learning to talk
4. Learning to control and eliminate body wastes
5. Learning sex differences and sexual modesty
6. Achieving physiological stability
7. Forming simple concepts of social and physical reality
8. Learning to relate oneself emotionally to parents, siblings, and other people
9. Learning to distinguish right and wrong and developing a conscience

HAVIGHURST'S DEVELOPMENTAL TASKS FOR MIDDLE CHILDHOOD

1. Learning physical skills necessary for ordinary games
2. Building wholesome attitudes toward oneself as a growing organism
3. Learning to get along with age-mates
4. Learning an appropriate masculine or feminine sex role
5. Developing fundamental skills in reading, writing, and calculating
6. Developing concepts necessary for everyday living
7. Developing conscience, morality, and a scale of values
8. Achieving personal independence
9. Developing attitudes toward social groups and institutions

As You Like It

His acts being seven ages. At first the infant,
Mewling and sucking in the nurse's arms;
Then the whining schoolboy, with his satchel
And Shining morning face, creeping like a snail
Unwillingly to school. And then the lover,
Sighing like a furnace, with a woeful ballad
Made to his mistress' eyebrow. Then a soldier,
Full of strange oaths, and bearded like a pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation, even in the cannon's mouth.
And then the justice,
In fair round belly with good capon lin'd.
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he plays his part. The sixth age shifts
Into the lean and slippered pantaloon
with spectacles on nose and pouch on side,
----------Last scene of all
That ends this strange eventful history,
Is second childishness and mere oblivion;
Sans teeth, sans eyes, sans taste, sans everything.

ERIKSON'S PSYCHOSOCIAL STAGES
(eight stages of man)

Trust vs Mistrust 0 - 1	Adequate care and genuine affection lead to view of world as safe and dependable. Inadequate care and rejection lead to fear and suspicion.
Autonomy vs Doubt 2 - 3 3 - 4	Opportunities for child to try out skills at own pace and in own way lead to autonomy. Overprotection or lack of support may lead to doubt about ability to control self or environment.
Initiative vs Guilt 4 - 5	Freedom to engage in activities and patient answering of questions lead to initiative. Restriction of activities and treating questions as a nuisance lead to guilt.

ERIKSON'S PSYCHOSOCIAL STAGES (cont'd)

Industry vs Inferiority 6 - 11	Being permitted to make and do things and being praised for accomplishments lead to industry. Limitation on activities and criticism of what is done lead to inferiority.
Identity vs Role Confusion 12 - 18	Recognition of continuity and sameness in one's personality, even when in different situations and when reacted to by different individuals, leads to identity. Inability to establish stable traits in perception of self leads to role confusion.

The development of moral values has been studied from a number of perspectives. A common approach is to view moral development as a process by which the child adopts the moral rules of parents and society. In this view the child initially conforms to moral rules because of fear of external consequences such as punishment. Later, however, the child gradually adopts the rules and standards of society, so that he conforms to these rules even in the absence of possible external consequences.

Psychologists advocating this approach to understanding moral development have studied resistance to cheating and the development of guilt feelings. The process by which internalization of moral standards occurs has stimulated research on the relationship of parental disciplinary techniques to later moral development.

Some psychologists, however, do not believe that moral development can be adequately explained as a process of internalization. Kohlberg, for example, has argued that children progress through a sequence of stages, representing different orientations to moral rules and values. To study the development of moral judgment, Kohlberg devised hypothetical moral dilemmas. Each dilemma usually presents a conflict between obedience to law and response to human needs. Responses to these dilemmas are used to draw conclusions about the development of moral judgment.

The Story

Once there was a man named Henry, who lived in a small town. Early one morning Henry and his wife were driving to town along a winding country road. It was still very early in the morning, and the sun was just beginning to rise. A very heavy fog still covered the road, however, it was very difficult for Henry to see where he was driving. Suddenly, there was a sharp curve in the road. Henry lost control of the car. The car went off the road and crashed into a large oak tree.

Henry was not hurt, but his wife was lying unconscious on the floor of the front seat. Henry did not know how badly she was hurt, but he was very worried because it might be hours before another car came along the isolated road.

Henry's car was completely smashed, and there were no other cars passing by on the road. There were no houses in sight. But Henry did see a small farm truck with the keys locked in it.

He broke the truck's window, put his wife into the truck,

and drove her to the hospital.

SHOULD HENRY HAVE STOLEN THE TRUCK?

Responses in Terms of Kohlberg's Stages of Moral Judgment

STAGE I — Punishment and obedience orientation. Concern for obeying superior authority and for deference to superior power. The possibility of punishment as the chief concern in resolving moral dilemmas.

No. The police might catch him and put him in jail.

Yes. No one was around and he wouldn't get caught.

STAGE II — Egostic and hedomistic orientation. Concern for satisfying one's own needs. Occasionally a concern for satisfying the needs of others. An orientation to reciprocity.

Yes. He had to get his wife to the hospital. He needs her to keep the house clean and to do the shopping.

No. Someone would probably come by to help pretty soon. And, anyway, if his wife died, he could probably find another.

STAGE III — Good-boy morality and approval orientation. Concern for pleasing and helping others. Conformity to sterotyped role images, such as the "good boy," "good husband," and so on.

Yes. He was only trying to help his wife because he loved her.

No. Taking the truck would make the farmer very angry.

STAGE IV — Law-and-order orientation. Concern for showing respect for authority. Concern for doing one's duty, for maintaining the social order. Deference to laws and religious authority. Laws are seen as absolute, to be obeyed in all circumstances.

No. Even though Henry was desperate, he broke the law.

Yes. It was Henry's duty to save his wife. God wants every man to do his duty to his wife.

STAGE V Contractual, democratic orientation. Concern for individual rights and general welfare of society. Laws are seen as valid because they have been democratically agreed upon and have a rational base.

No. Henry may have been desperate, but the rights of the farmer who owned the truck must be respected.

Yes. The farmer owned the truck, but the wife's need for medical care was more important.

STAGE VI Conscience or principle orientation. Concern for living up to self-chosen moral principles, such as the Golden Rule or the greatest good the greatest number of people. The value of human life is primary.

Yes. The value of human life always takes precedence over obedience to laws and property rights.

Yes. If Henry had not taken his wife to the hospital, he would have condemned himself for not making every effort to preserve a human life.

PROGRESSION:

Kohlberg's stages may be viewed as ideal types to which no individual conforms completely. At any given point in his life, an individual shows a dominant stage. Some responses at stages above and below the dominant stage are also likely to be given.

There seems to be evidence for passing from one stage to another in order. Some never progress past Stage I or II, and only a few adults consistently give Stage VI responses.

In studying wrong answers given by children (something that most IQ and achievement tests neglect completely), Piaget has been able to show that these answers can be least as instructive as the right answers. Children's answers reflect different ways of perceiving the world. Different perceptions of the world are characteristic of children at different ages.

Most children two to six years of age are in what Piaget calls the preoperational period. Their thought is often illogical and contradictory from an adult's point of view. In addition, young childre are unable to concentrate on more than one aspect of a problem at a time.

Children aged seven to eleven years are typically in what Piaget calls the stage of concrete operations. These children can think logically about those aspects of a problem that are observable in the present situation. At the stage of concrete operations, however, children cannot think logically about aspects of a problem that are not observable; also they cannot solve problems that require the generation of theoretical possibilities.

At the final stage of development, the stage of formal operations, which begins about the age of eleven, children begin to be able to think abstractly and to consider many possible approaches to a problem in a systematic way.

The purpose of this assignment is to illustrate the models of thinking characteristic of Piaget's stages.

Story 1

Three Hungry Men

A great ocean liner sank far out at sea. Most of the passengers drowned, but three men managed to swim to the shore of a small island with no people on it. Since there had been many people on the ship, the three men did not know each other. The first man told the other two men he was a doctor. The second man said he was a football player. The third man said that he was a fisherman and made his living by fishing. They were hungry, so it was decided that the third man should try to catch some fish. But since there were no fishing poles, lines, or hooks on the island, the man broke off a branch from a tree and made a pointed stick out of it. All afternoon he tried to catch fish by spearing them with the stick, but he had no luck. Finally, he came back and told the other men that he had caught no fish.

Question: Was the man really a fisherman? Do you think he really made his living by fishing? How do you know? (Be sure the child gives reasons for his answer.)

Story 2

The Fox Without a Tail

One afternoon a fox got his bushy tail caught in a hunter's trap. The fox knew that if he stayed there, the hunter would come back and kill him. So he bit off his tail and escaped. The next day he called a meeting of all the other foxes and said to them, "You should cut off your tails too." He said, "You have no idea how free and comfortable I feel now without my tail. In fact I don't know why I didn't bite my tail off a long time ago. You should all bite your tails off too."

Question: Was the fox more free and comfortable without his tail? What do you think? (Be sure the child gives reasons for his answers.)

Patterns of Child Rearing and Child Behavior*

Restrictiveness	Permissiveness
Child is socialized, neat, polite, obedient, and dependent. He is minimally aggressive but is in favor of enforcing rules. He is dependent, not creative; compliant, somewhat unfriendly. In short, restrictiveness fosters well-controlled socialized behavior of a submissive-dependent type, but even with warmth there is fearfulness and some hostility. There is likely to be internalization of standards and experiences of guilt and shame.	Child is dominant, successfully assertive or aggressive. He is active and creative. The child engages in adult-like activities. He is achievement-mastery oriented, independent, friendly, creative, not hostile. He is socialized less easily but does become socialized through love, models, and reason. His actions concerning others may be overly assertive.
Child may possibly become neurotic. Aggression is turned toward himself. The child is socially withdrawn and shy. There is not much adult implication or role taking. The child despises himself as he is despised.	Child is often delinquent or a conduct problem. He tends to be non-compliant and aggressive toward others.

*Based on Becker, W. C., "Consequences of Different Kinds of Parental Discipline," Review of Child Development Research, Hoffman, L., and Hoffman, L. W. Russel Sage Foundation, New York, 1964.

BEHAVIOR	APPROXIMATE AGE	SOURCE
2-3 Years		
Runs without falling	21 Months	Gesell
Knows many words	21 "	Gesell
Walks up and down stairs	24 "	Gesell
Puts on or removes simple garment	24 "	Gesell
Speaks in simple (3 word) sentences	24 "	Gesell
Dries hands	24-36 "	Doll
Opens door	24 "	Wheel
Holds pencil or crayon in fingers	30 "	Gesell
Knows own sex	36 "	Frankenburg & Dodds, Gesell
3-4 Years		
Draws Circle	36 Months	Gesell
Toilet Trained	24-48 "	Gesell & Sheridan
Runs	36-48 "	Fokes
Jumps from bottom step	36-48 "	Hurlock & Sheridan
Throws ball overhead	36-48 "	Gesell
Feeds self	36-48 "	Gesell & Hurlock
Knows three colors	36-48 "	Sheridan
Speaks in sentences	36-48 "	Fokes
Can separate easily from mother	42 "	Frankenburg & Dodds
4-5 Years		
Can throw or catch ball	48 "	Fokes & Gesell
Plays with other well known children	48 "	Gesell
Writes a few capitals	48-60 "	Hurlock
Dresses self	48-60 "	Doll
Knows name and address	48-60 "	Sheridan
Can count three objects	48-60 "	Gesell
Knows colors	48-60 "	Hurlock & Slosson

BEHAVIOR	APPROXIMATE AGE	SOURCE
5-6 Years		
Knows name, address and age	48-60 Months	Sheridan
Understands "How many"	60 "	Slosson
Can count objects up to six	60 "	Slosson
Writes a few letters in name	60-72 "	Gesell & Hurlock
Has a few friends	60-74 "	Gesell
Dresses and undresses self	60-72 "	Gesell
Knows name of penny, nickel and dime	60-72 "	Gesell
Speaks fluently	60-72 "	Sheridan
6-7 Years		
Can print first name	60-72 Months	Gesell & Hurlock
Can write numbers 1 through 5	60-72 "	Hurlock
Goes to school	60-74 "	Doll
Chooses own friends	60-74 "	Sheridan
Goes about neighborhood unattended	60-74 "	Gesell
Understands numbers to 10	72 "	Terman
Ties his laces	72 "	Gesell

Bibliography

1. Cattell, R. B. Measurement of Intelligence of Infants and Young Children. New York: The Psychological Corp., 1950.

2. Doll, Edgar A. Vineland Social Maturity Scale. Circle Pines, Min.: American Guidance Service, 1965.

3. Fokes, Joann. Department of Audiology and Speech Science, Purdue University. Unpublished material.

4. Frankenburg, W. K. and Dodds, J. B. Denver Developmental Screening Test. Denver: University of Colorado Medical Center, 1969.

5. Gesell, Arnold L. The First Five Years of Life. New York: Harper and Row, 1940.

6. Hurlock, E. B. Child Development. London: McGraw-Hill, 1956.

7. Sheridan, Mary D. The Developmental Progress of Infants and Young Children. London: H.M.S.D., 1968.

8. Slosson, Richard L. Slosson Intelligence Test. East Aurora, New York: Slosson, Ed., Publications, 1964.

9. Terman, Louis M. and Merrill, Maud. Measuring Intelligence. Boston: Houghton-Mifflin, 1937.

10. United Cerebral Paley Associations, Inc. Guide to Normal Milestones of Development. New York, New York, 1966.

Erikson's Eight Stages of Man

1. Trust vs. Mistrust 9-18 Months

During the period of infancy the basic conflict is one of trust vs. mistrust. The infant learns to trust the world when his physical needs for nourishment, love, attention and comfort are met consistently. If all goes well, he learns to have confidence in the orderliness and predictability of his environment: if not he is likely to become fearful, apprehensive and panicky.

2. Autonomy vs. Shame and Doubt 18 Months-3 Years

During the toddler stage, arise with respect to antonomy vs. shame and doubt. The young child is beginning to learn the rudiments of social behavior and his ability to successful make decisions. He begins to gain independence and self-confidence. The child's self-assertion inevitably leads to friction and the development of crises which, if not resolved, cause the child to develop a sense of shame, embarrassment and self-rejection.

3. Initiative vs. Guilt 3-5 Years

The preschool period is one in which the child is generally "making, going after and pretending." He is constantly on the move and involved in completing tasks successfully. If he does this satisfactorily he learns that he can succeed and that his acts make sense. He gains a sense of direction and purpose in his life. If problems are not resolved he is likely to be fearful of others, restricted in imagination and play skills, and unduly dependent on adults.

4. Industry vs. Inferiority 6-11 Years

During this period the child is developing his use of skills, tools and the technology which are the rudimentary skills necessary for self-sufficiency. "The child's danger at this stage, lies in a sense of inadequacy and inferiority." If crises are met adequately he develops a sense of social competence; otherwise he has a sense of personal and social inferiority and adequancy.

5. Identity vs. Role Confusion 12-17 Years

At the end of childhood at the onset of adolescence, one begins to ask "Who am I"--to search for a unique identity. This is a period of tremendous confusion for the adolescent since there is a searching for values, goals and meanings. He is learning the complexities of life and human relationships and if all goes well

learns to avoid anti social roles, such as a delinquent or a drop-out.

6. Intimacy vs. Isolation

After an individual has struggled to find his identity he begins to develop intimacy with his fellow man.

7. Generativity vs. Stagnation

The stage is concerned with establishing and guiding the next generation.

8. Ego Integrity vs. Despair

This period is characterized by a person's sense of having been a decent, responsible person. The individual in this stage has adapted himself to life's truimphs and disappointments and has contributed to the world in a meaningful way. The lack or loss of this integrated life is significant by fear of death.

Bibliographical material on the following areas was given to participants in Session 9 (see Bibliography).

Mental Retardation
Sex Education
Divorce and Single Parenting
Organizations Concerned With Divorce
Learning Disabilities
Child Abuse
Free Publications List

BIBLIOGRAPHY

General

Aaron, David, and Bonnie P. Winawer. Child's Play: A Creative Approach to Play Spaces for Today's Children. New York: Harper and Row, 1968.

Adair, Thelma, and Esther Eckstein. Parents and the Day Care Center. New York: Federation of Protestant Welfare Agencies, Inc. 281 Park Ave. South, 10010.

American Joint Distribution Committee. Joint Distribution Committee Guide for Day Care Centers: Handbook to Aid Communities in Developing Day Care Programs for Preschool Children. Geneva: 1967.

Andrews, Gladys. Creative Rhythmic Movement for Children. New York: Prentice Hall, Inc., 1954.

Arbuthnot, May Hill. Children and Books. Chicago: Scott, Foresman and Co., 1957.

Axline, Virginia. Dibs in Search of Self. New York: Ballantine Books, 1964.

Caldwell, Bettye M. "What is the Optimal Learning Environment for the Young Child?". American Journal of Orthopsychiatry, 37 No. 1 (1961) pp. 18-21.

Cohen, Dorothy H., and Virginia Stern. Observing and Recording the Behavior of Young Children. New York: Teacher's College Press, Columbia University, 1969.

Dinkmeyer, Don and Rudolphu Dreikurs. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963.

Erikson, Erik. Childhood and Society. New York: W. W. Norton and Co., 1963.

Fraiberg, Selma H. The Magic Years. New York: Charles Scribner's Sons, 1959.

Gesell, Arnold, et al. The First Five Years of Life. New York: Harper and Row, 1940.

Hammond, Sara Lou, Rule Dales, and Dora Skipper. Good Schools for Young Children. New York: The Macmillan Co., 1963.

Holt, John. How Children Fail. New York: Pitman Publishing Co., 1964.

Holt, John, How Children Learn. New York: Pitman Publishing Co., 1967.

Hurlock, Elizabeth. Child Development.

Hymes, James L., Jr. Teaching the Child Under Six. Columbus, Ohio: Charles E. Merrill Co., 1968.

Leeper, Dales, Skipper and Witherspoon. Good School for Young Children. New York: The MacMillan Co., 1968.

Leeper, Sarah, et al. Good Schools for Young Children: A Guide for Working with 3, 4 and 5 Year Olds. New York: The MacMillan Co., 1968.

Mussen, Paul, John Conger, and Jerome Kagen. Child Development and Personality. New York: Harper and Row, 1963.

Neill, A. S. Summerhill - A Radical Approach to Child Rearing. New York: Hart Publishing Company, 1960.

Pines, Mayo. Revolution in Learning: The Years From Birth to Six. New York: Harper and Row, 1966.

Read, Katherine. The Nursery School - A Human Relations Laboratory. Philadelphia: W. B. Saunders Co., 1966.

Smart, Mollie, Russell Smart. Children: Development and Relationships.

Watson, Robert, Henry Lindgren. Psychology of the Child. 3rd Edition. New York: John Wiley and Sons, Inc., 1973.

Evaluation

Arnate, Thelma E. Learning and Teaching in a Center for the Care of Infants and Toddlers. A Descriptive Review of Experience with Staff Development.

Belsches, Cornelia B.; Burnahan, Barbara H.; and Dickelman, Mary C. "The Availability and Use of Resources for Inservice Training of Child Care Workers in Licensed Virginia Child Caring Institutions for Normal Children in 1966." Richmond: Richmond Polytechnic Institute, 1966.

Berry, Suzanne. Establishing a Training Program for Child Care Workers: A Guide for Teachers. Columbus: Ohio State University, Center for Vocational and Technical Education, 1971.

Bookman, Robert P. "Improving Training Programs at Preschool Centers," Child Welfare, 1973, pp. 248-252.

Child Care Worker Training Project Operational Phase and Employment. Final Report, CWLA, Inc., NY., N.Y. Washington, D.C.: Office of Education (DHEW), 1970.

Child Welfare League of America Standards for Day Care Service. rev. ed. New York: CWLA, 1969.

Costin, Lila B. Child Welfare: Policies and Practice. New York: McGraw-Hill Book Co., 1972.

Drew, Jeanette B. "Training Child Care Aides," Children Today, Sept. - Oct., 1973, pp. 15-18.

Endres, Mary P., and Lisnick, J. P. Child Day Care in Indiana Manpower and Training Requirements. Lafayette, Indiana: Purdue University, SCC-A, 1972.

Evans, E. Belle; Shub, Beth; and Weinstein, Marlene. Day Care: How to Plan, Develop and Operate a Day Care Center. Boston: Beacon Press, 1971.

Faulkner, Rosemary, and Connor, Thomas R. Evaluation of a Program of Training for Day Care Attendants. Montaugo, Canada: Prince Edward Island New Start, Inc. 1971.

Fein, Greta S., and Clarke-Stewart, Alison, Day Care in Context. New York: John Wiley and Sons, 1973.

Flint, Betty Margaret. The Child and the Institution, A Study of Deprivation and Recovery. Toronto: University of Toronto Press, 1968.

Institute for Home Economics Teachers on Initiating, Developing, and Evaluating Programs at the Post High School Level to Prepare Food Service Supervisors and Assistants to Directors of Child Care Services. Volume II, "A Post-High School Program in Child Care Services Vocational Education in Home Economics." Athens, Georgia: Georgia University College of Education, 1966-7.

Keyserling, Mary. Windows on Day Care. New York: National Council of Jewish Women, 1972.

Lansburgh, Therese W. "Child Welfare: Day Care of Children," Encyclopedia of Social Work. 1971. Vol. I.

Mathis, Mary E., and Kilmer, Sally. "Training Programs for Child Care Personnel." Volume I. Final Report: Part IX. Minneapolis: Institute for Interdisciplinary Studies, 1971.

Maurer, Nelson S., and others. Paraprofessional Workers in Educational Settings: Child Care Services - An Adult Training Course for Selected Occupations. Albany: New York State Education Department, 1972.

Mayer, Morris, T. A Guide for Child-Care Workers. New York: Child Welfare League, 1958.

Mayer, Morris T., and Mat Sushima, John. "Training for Child Care Work: A Report on a National Conference," Child Welfare, 1969, pp. 525-32.

O'Connell, Mary Ann, and Dusewicz, Russell A. Effectiveness of 4-c Manpower Training Program for Entry Participants.

Parker, Ronald K., ed., and Dittman, Lacera L., ed. Child Development Day Care, 5 Staff Training. Philadelphia: Research for Better Schools, Inc., 1972.

Project Head Start: DHEW Publication N. (OCD) 73-1004. I. S. Career Planning and Progression For Child Development Center. Washington, D.C.: Government Printing Office, 1973.

Rahmlow, Harold F., and Kiehn, Shirley O. A Survey and Analysis of Major Tasks, Knowledges Associated with Work in Child Care Occupations. Final Report. Pullman, Washington: Washington State University, 1967.

Training for Child Care Staff. New York: Child Welfare League of America, 1969.

Trisdorfer, Alice and others. Family Day Care Mothers: What "They" Want in Training Programs. Ithaca, New York: State University of New York, College of Human Ecology at Cornell University. Sponsored by Dept. of Agriculture.

Warren, Barry S. Report of Seminar in "Curriculum for Child Care Training Phase II Final Report - Career Options Research and Development." Washington, D.C.: Office of Education, DHEW Bureau of Research, 1970.

Women's Bureau, Employment Standards Administration. Day Care Facts. Washington, D.C.: U.S. Department of Labor, 1973.

Mental Retardation

Pamphlets available from the National Association for Retarded Children, P.O. Box 6109, 2709 Avenue East, Arlington, Texas 76011.

"How Children Develop Intellectually"
"How To Provide for Their Future"
"Facts on Mental Retardation"
"Many Ways of Serving the Mentally Retarded"
"Understanding the Mongoloid Child"
"Needs of Parents of Mentally Retarded Children"
"Counseling with Parents of Retarded Children Living at Home"
"The Parents of Retarded Children Speak for Themselves"
"Toilet Training Your Retarded Child"
"Inheritance and Mental Retardation"
"Into the Light of Learning"
"Siblings of the Retarded"
"Sex Education of the Mentally Retarded Child in the Home"

Pamphlets available from U.S. Department of HEW, Office of Child Development, Children Bureau.

"The Child Who Is Mentally Retarded"
"The Mentally Retarded Child at Home"

Sex Education

Materials are available from the Sex Information and Education Council of the U.S. (SIECUS), 1955 Broadway, New York, New York 10023

"How Your Child Learns about Sex," Ross Laboratories, Columbus, Ohio 43216.

Andry, Andrew C. and Schepp, Steven. How Babies are Made. New York: Time-Life Books.

Arnstein, Helene S. What to Tell Your Child. New York: Bobbs-Merrill, 1964.

Crow, Lester and Alice. Sex Education for the Growing Family. Christopher Publishing House: Boston, 1959.

Gruenberg, Sidonie M. The Wonderful Story of How You Were Born. Garden City, N.Y.: Doubleday and Co., Inc.

Lehman, Edna S. Talking to Children About Sex. Harper and Row: New York, 1970.

Rubin, Isadore and Kirkendall, Lester, eds. Sex in the Childhood Years. New York: Association Press, 1970.

The Child Study Association of America. What to Tell Your Children About Sex. The Child Study Association of America, 1965.

The Child Study Association of America. When Children Ask About Sex. U.S.A.: The Child Study Association of America, 1969.

Divorce and Single Parenting

Despert, J. Louise. Children of Divorce. Garden City, New York: Dolphin, 1962. A guide for parents and professionals in helping children through divorce.

Jones, Eva. Raising Your Child in a Fatherless Home. Glencoe, Ill.: Free Press, 1963.

Landis, Judson T. "The Trauma of Children When Parents Divorce." People As Partners. Edited by Jacqueline P. Wiseman. Canfield Press, 1971.

Olshaker, Bennett. What Shall We Tell the Kids? New York: Arbor House, 1971. Explanation and guide for parents in dealing with problems faced by parents and children. Includes section on divorce.

Steinzor, Bernard. When Parents Divorce. New York: Pantheon, 1969. Bantam Boods, n.d. A new approach to parent-child relationships after divorce.

Wolf, Anna W. and Stein, Lucille. The One-Parent Family. Public Affairs Pamphlet #287. Joint Publication with the Child Study Association of America, 1959. Question and answer discussion of raising children in a one-parent family. Guide for parents.

Salk, Dr. Lee. "Telling Children About Divorce." Trend. The Baltimore Sun, August 12, 1973. Recipes for helping children whose parents or grandparents are divorced understand the relationships.

Organizations Concerned With Divorce

National Council on Family Relations. Task Force on Divorce and Divorce Reform. Emily Brown, Chairperson, 701 N. Pegram Street, Alexandria, Virginia 22304, (703) 751-3883.

Office of Child Development, Office of the Secretary, Department of Health, Education and Welfare. P.O. Box 1182, Washington, D.C. 20013. Interested in single-parent family research.

Parents Without Partners. Bill Burhen, President; George B. Williams, Executive Director, National Office, 7901 Woodmont Avenue, Washington, D.C. 20014 (301) 654-8850. Has extensive program for single parents. Over 80,000 members in 600 chapters in the Unived States, Canada and several other countries.

Learning Disabilities

Kirk, Samuel A. Educating Exceptional Children. Houghton Mifflin Company, Boston, Massachusetts, 1972.

Virginia Society for the Prevention of Blindness, Inc. Hotel Jefferson, Richmond, Virginia 23221.

Child Abuse

Center for Child Abuse Education, Division of Social Work, University of Virginia Medical Center, Charlottesville, Virginia.

Free Publications List

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue. N.W.
Washington, D.C. 20090

Association for Childhood Education International (ACEI)
3615 Wisconsin Avenue. N.W.
Washington, D.C. 20016

Office of Child Development
Publication Department
P.O. Box 1182
Washington, D.C. 20013

Child Welfare League of America, Inc.
67 Irving Place
New York, New York 10003

American Assoc. of Elementary Kindergarten Nursery Educators
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Child Study Association of America
9 East 89th Street
New York, New York 10028

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Day Care and Child Development Council of America
1426 H Street, N.W.
Washington, D.C. 20005

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

Public Affairs Committee
381 Park Avenue South
New York, New York 10019

Bank Street College of Education
610 W. 112th Street
New York, New York 10025

Child Care Resource Center
123 Mt. Auburn Street
Cambridge, Massachusetts 02138